

Learning Station

SENIOR PHASE

Learning Programmes, Work Schedules and Lesson Plans

This guide contains planning for:

Mathematics • English First Additional Language • EMS • Social Sciences • Arts and Culture
Technology • Natural Sciences • Life Orientation



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How to use this guide

Dear Teacher

Congratulations on your excellent purchase; this guide is your 1-stop solution for all your planning needs! For this guide to be able to help you in your planning, your learners will need to also use any of the Learner's Books of the *Learning Station* series in your classroom.

You can use this guide to plan your lessons. Make a photocopy of our *fill-in Lesson Plan* and just follow the example provided to plan your lessons. It's that simple!

This guide:

- shows how the Learning Station series is planned (per Learning Area) for the whole Senior Phase.
- helps you to plan your teaching during the year in more detail. For example, you can see ahead of time what resources you'll need for activities, you can see exactly which Learning Outcomes and Assessment Standards you're going to cover throughout the year, and you can plan your assessment strategies and your time allocation.
- provides an overview of how the Learning Station series deals with core knowledge and concepts and integration across Learning Areas
- will help you to identify opportunities for integration between different Learning Areas. For example, let's imagine you are a Grade 8 Maths teacher. At the beginning of the year, while you are doing your planning, you notice that the suggested context for teaching in the third term is Cultural diversity in South Africa. You then use the guide to see the suggested contexts for the other Grade 8 Learning Areas too. You may be surprised to see that the suggested context for Arts and Culture in the second term is The arts and cultural change, and that for Visual Arts learners will analyse and produce art on culture. This gives you an opportunity to meet with your Arts and Culture colleague and discuss possibilities for working together. You could suggest that your colleague use Cultural diversity in South Africa as a point of departure for Visual Arts during the second term. If your colleague agrees, your learners will have a point of reference for their Maths lessons in the third term. This is type of integration is called conceptual development. It plays an important role in outcomes-based education.

For a more detailed explanation of how Learning Programmes, Work Schedules and Lesson Plans work please read through the rest of the *Introduction* to this Guide. *Learning Station books are available for all learning areas! It really is your 1-stop solution!*

Introduction

A. The purpose of this guide

This guide is a planning tool to assist you, the teacher, with all the planning teacher's are expected to do in a year. It serves only as a guide, and should not be seen as the only way planning can take place. There are many ways to fulfil the planning requirements set out by the Department of Education, but this guide is based on the Learning Programme Guidelines published by the DoE in 2004. This tool will only be of any value to you if you are using the *Learning Station* series in your classroom.

This planning tool will help you, as teacher/s, with the planning of your Learning Programme for this year. It will:

- give you the Learning Programmes for Grades 7, 8 and 9, based on the Learning Station series;
- give you the work schedules for the Grade 7, 8 and 9 Learning Station series;
- give you an example of a lesson plan, based on activities in the Learning Station series; and
- give you a lesson plan that you may photocopy and complete for your teacher's portfolio .

B. Definitions

The NCS indicates that you should plan your work as follows:

- Plan for the whole phase. This is called a Learning Programme.
- Plan for a year and grade within a phase. This is called a Work Schedule.
- Plan for groups of either linked activities or single activities. These are called Lesson Plans.

1. Learning Programme

A **Learning Programme** is a *phase-long plan*. **You will use it as a** framework to plan, organise and manage what you are going to do in the classroom during each phase. It specifies the scope for teaching, learning and assessment for the phase – i.e. how much of what – and is a “structured and systematic arrangement of activities that promote the attainment of Learning Outcomes and Assessment Standards for the Phase” (NCS Overview, 2002). A Learning Programme is a tool to help you ensure that you cover all the Learning Outcomes for each Learning Area in the right sequence and in a balanced way across the phase.

So, the Learning Programme takes the Learning Outcomes and Assessment Standards as spelt out in the NCS, makes sense of them, and puts them in sequence, so that you end up with a plan for your teaching, learning and assessment activities for each phase.

The Learning Programme spells out what core knowledge and concepts you will be using to help learners reach the Learning Outcomes for the phase. It plans for different contexts and local realities, like the needs of the community, school and learners. The Learning Programme also looks at how material within and across Learning Areas will be integrated, as well as what resources you have, and what more you need, to carry out teaching and learning activities.

A Learning Programme will, in turn, be translated into yearlong **Work Schedules** for specific grades and shorter activity-long **Lesson Plans**.

2. Work Schedule

A **Work Schedule** is a *yearlong programme*. It shows in what sequence and at what pace teaching, learning and assessment will be taking place for each *particular grade*. It is a delivery tool that will help you work towards achieving the Learning Outcomes specified in the Learning Programme. The Work Schedule incorporates the Assessment Standards for the grade.

3. Lesson Plan

A **Lesson Plan** is the next level of planning and is drawn directly from the Work Schedule. It describes, concretely and in detail, the teaching, learning and assessment activities that are “to be implemented in any given period [of time]” (NCS Overview, 2002). A Lesson Plan could cover a single activity, or it could cover a whole term's teaching, learning and assessment. In terms of actual time, it may last from a day to a week to a month. It includes *HOW* you should manage teaching, learning and assessment activities in the classroom (i.e. teaching style, approach and methodology).

C. The purpose of a Learning Programme, Work Schedule and Lesson Plan

1. From the NCS to the Learning Programme

A **Learning Programme translates the NCS into phase-long plans with at least** the following level of detail:

- The sequence in which you will be dealing with Learning Outcomes and Assessment Standards across the phase, to make sure you follow a sensible teaching, learning and assessment programme;
- The core knowledge and concepts, or knowledge foci, that you choose to use in order to reach the Learning Outcomes;
- The proper context for teaching and learning, so that you can best take care of the needs in your community, school and classroom; and
- The time that you allocate to the different Learning Outcomes and Assessment Standards in the phase and the weight you give to each.

2. From the Learning Programme to the Work Schedule

A Work Schedule will give you a yearlong programme, based on the Learning Programme. It builds out the choices you made at Learning Programme level, when you put your material in sequence, found the right context, and decided what core knowledge and concepts you would use. The teachers responsible for the Learning Programme for a particular grade within a phase will use the Learning Programme for that phase to work out the Work Schedule for their grade group.

When you develop the Work Schedule, you need to plan the following (in addition to the detail already provided in the Learning Programme):

- The assessment programme for the year. Make sure that you spread different forms of assessment across the year, in keeping with the assessment guidelines for each Learning Area;
- How you will use the resources you need; and
- How you will integrate material within and across different Learning Areas.

3. From the Work Schedule to the Lesson Plan

The Lesson Plan should structure your teaching, learning and assessment activities in detail. The Lesson Plan could cover a single lesson, or it could cover as much as a few months of activities. It provides the day-to-day details for teaching, learning and assessment. It also makes it possible for you to bring important international, national or local happenings into the curriculum in a structured, but flexible way. The World Summit on Sustainable Development held in Johannesburg in 2002, and national commemoration days and holidays, are examples of happenings around which you can build a Lesson Plan. You have to design your Lesson Plans in such a way that you give learners the opportunity to achieve the Learning Outcomes and Assessment Standards for that Learning Area.

Your Lesson Plan should include the following elements:

- Those elements you have already decided on in the Learning Programme and Work Schedule, namely:

- The Learning Outcomes and Assessment Standards,
- The context and/or core knowledge and concepts you have selected for the lesson,
- The assessment tasks you will use in the lesson,
- The resources you need for the lesson, and
- Integration opportunities;
- The actual dates over which the Lesson Plan will stretch;
- Conceptual links to previous and future Lesson Plans;
- Details and sequence of the teaching, learning and assessment activities that will make up the Lesson Plan;
- Any particular teaching approach and method you will be using; and
- Special and important notes on the needs of the learners in the class for whom you are preparing the Lesson Plan.

Individual teachers prepare their own Lesson Plans to support teaching, learning and assessment in their particular classrooms.

4. Addressing barriers to learning

Education White Paper 6 Special Needs Education acknowledges that all children and youth can learn and that all children and youth need support.

This means that:

- Schools must organise teaching and learning in such a way that all learners can attain these outcomes.
- Any barriers to the learning and development need to be identified and understood so that learning and assessment can appropriately be adapted or modified.
- Here we can talk of creating an enabling and supportive environment through changing of school ethos, teaching practice and a flexible curriculum. For this no additional resources are needed.

Barriers to learning and development could be:

- Systemic e.g. lack of basic and appropriate learning support materials, assistive devices, inadequate facilities at schools, overcrowded classrooms, etc.
- Societal e.g. severe poverty, late enrolment at school, etc.
- Rooted in inappropriate pedagogy, insufficient support of educators, inappropriate and unfair assessment procedures, etc.
- Could also emerge from disabilities (neurological, physical, sensory, cognitive etc.) that are located in the learner.

In most cases (if not all) the learning and development of a learner are hampered by a combination of two or more of the above types of barriers. Addressing barriers to learning is an important responsibility of teachers when developing Learning Programmes. Barriers will differ from school to school. For more information, read the following documents:

- Assessment Guidelines for Inclusive Education.
- Education White Paper 6 - Special Needs Education - Building an Inclusive Education and Training System.

Note: this section was extracted from the *Assessment Guidelines for Inclusive Education* policy document. Contact the publisher if need copies of the policy documents.

D. Assessment

I. Planning for Assessment

It is not possible to be neutral about what you have taught and what learners have learnt when you come to the point where you have to assess learners' work. When you do an assessment, you will automatically be expressing your values on teaching, learning and assessment. You have to view assessment as a critical and integrated part of the teaching-learning process. Your planning for teaching, learning and assessment activities begins with the Learning Programme. Your planning for assessment should be integrated in these plans too. When you do your planning for assessment, you should use the following documents as a framework:

- The Assessment Policy for the General Education and Training Band, Grades R-9 and ABET (December 1998);
- The NCS (The Overview and the Learning Area Statements);
- Assessment Guidelines for each Learning Area; and
- Assessment Guidelines for Inclusion.

The planning for assessment in the Learning Programme should give the school an idea of what resources and time it needs for assessment in that phase. To do this, you need to know what knowledge, skills, attitudes and values the learners are expected to have, so that you can integrate the assessment programme with your teaching and learning activities.

In a **Learning Programme** you, as teacher/s, need to:

- Mention all the possible forms of assessment you are likely to use to determine whether your learners have reached the necessary Learning Outcomes. When you do this, you should also take the Assessment Standards into consideration;
- Mention the resources you are likely to need (including devices that will help you do your teaching);
- Take the context and core knowledge and concepts into consideration; and
- Show how much time you will need.

In the **Work Schedule, you focus on a grade when you** plan for assessment. When you plan a Work Schedule, keep the following in mind:

- Learning Outcomes guide you by indicating what should be assessed;
- Assessment Standards indicate the level at which you should assess the Learning Outcome;
- Indicate the assessment strategies or different forms of assessment you plan to use;
- Indicate the resources you will use; and
- Keep in mind all the diverse needs that the various learners may have.

In a **Lesson Plan** you should:

- Indicate how you would assess the Learning Outcomes;
- Consider the level at which you would assess the Learning Outcomes, using the Assessment Standards;
- Also consider the context, what and how much resources are available and the diverse needs that learners may have; and
- Give a detailed description of how you plan to use the various assessment strategy(ies) and/or different form(s) of assessment, how you are going to integrate them within your teaching and learning activities, and what you are going to record.

2. Assessment strategies

You can use a wide range of assessment strategies to measure learner performance. Keep in mind what the purpose of your assessment is when you choose which ones to use. The assessment strategies you use will also depend on what the specific Learning Area is. The forms/types you choose must provide a range of opportunities for learners to demonstrate their attainment of knowledge, skills, values and attitudes. The following are some of the various forms/types of assessment that you could use to assess learner achievement:

- | | |
|---------------------------------|---------------------------------------|
| a) Tests | h) Practical exercises/demonstrations |
| b) Performance-based assessment | i) Projects |
| c) Interviews | j) Role-plays |
| d) Questionnaires | k) Simulations |
| e) Structured questions | l) Aural/Oral Questions |
| f) Assignments | m) Observations |
| g) Case studies | n) Self-report assessment |

The Assessment Guidelines for each Learning Area discuss these assessment strategies and the different forms of assessment for each of the Learning Areas at length. Also remember that all learners from Grade 7 -12 must be assessed according to the 7-point rating scale as illustrated below.

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

E. Clustering of Assessment Standards in Mathematics

Teachers, when planning assessment activities, recording learner performance and reporting on learner progress will look to the Assessment Standards for descriptions of the level at which learners should demonstrate their achievement of the various Learning Outcomes. Having selected the Learning Outcomes and when planning teaching, learning and assessment, teachers may find that certain Assessment Standards can be grouped or **clustered** together quite naturally.

In some Learning Areas (certainly not all), it would not be practical to teach to each and every Assessment Standard for each Learning Outcome. Firstly, the Assessment Standards in those Learning Areas do not stand alone, and secondly, there are simply too many Assessment Standards per Learning Outcome for the teacher to be able to deal with them individually. In such cases, the teacher on examining the Assessment Standards, may realise that they group quite naturally into **clusters** of Assessment Standards. These clusters can in turn be used for planning.

For example, in Mathematics in the Intermediate Phase, there are some eleven Assessment Standards for Learning Outcome 1 (Numbers, Operations and Relationships). An examination of these Assessment Standards suggests that they can quite naturally be organised into the following Assessment Standards clusters:

- Recognising, classifying and representing numbers

- Applications of numbers to problems
- Calculation types involving numbers
- Properties of numbers

The Mathematics Learning Area statement neither clusters nor suggests clustering. While the Mathematics Guideline does suggest clustering and even recommends possible clusters, it is up to the teacher to decide whether or not to cluster the Assessment Standards.

While the clustering of Assessment Standards is something that teachers may choose to do, the following should be noted when clustering Assessment Standards:

- Clustering of Assessment Standards should not occur across Learning Outcomes. Recording and reporting needs to be against Learning Outcomes and the selected Assessment Standards.
- Clustering Assessment Standards across Learning Outcomes would make reporting and recording impossible.
- Learning Outcomes are never clustered. While we may develop Lesson Plans with more than one Learning Outcome, we would consider this to be an example of integration and not clustering.
- When clustering Assessment Standards, it is not allowed that new Assessment Standards are written as a result of the clustering.
- While clustering of Assessment Standards is possible for planning the teaching, learning and assessment activities, teachers record learner performance against the individual Assessment Standards in that cluster.

The Mathematics Learning Area Statement lists Assessment Standards per Learning Outcome per grade. These Assessment Standards are minimum Assessment Standards — that is, they show the minimum that a learner should be able to demonstrate at each grade level. However, minimum should not be interpreted as average — if learners are performing at the minimum level for their grade then their performance is age appropriate. In light of the remarks about deep conceptual understanding, it is far more important for learners to develop deep and meaningful understanding than to be rushed “ahead.” The Learning Outcomes and their Assessment Standards are cognitively dependent and supportive of each other; for example important Number development (Learning Outcome 1) can take place in Measurement (Learning Outcome 4) and Data Handling (Learning Outcome 5) contexts. These cognitive links are reflected in Assessment Standards that sometimes stay the same across one or more grades. Progression in such Assessment Standards should be interpreted in terms of increased knowledge and skills developed between grades in other Learning Outcomes/Assessment Standards. Assessment of such Assessment Standards should take place in the increasingly sophisticated contexts in which learners can work as they progress from one grade to the next. Within each Learning Outcome it is possible to organise the Assessment Standards into a number of clusters. These clusters can be used to guide the planning of teaching, learning and assessment.

Learning Outcomes and Assessment Standard clusters for the senior phase

LO1	LO2	LO3	LO4	LO5
Recognising, classifying and representing numbers	Patterns	Shapes and objects	Measurement	Collecting and organising data

Applications of numbers to problems	Equations	Transformations		Representing and interpreting data
Calculation types involving numbers	Graphs	Position		Probability
Properties of numbers	Equivalent representations	Straight line geometry (grade 8&9)		
	Algebraic conventions			

Relationship between outcomes

It is important not to think of the Learning Outcomes as independent of each other. It is, for example, impossible to study measurement without having an understanding of numbers and operations involving numbers. Furthermore the learning of Mathematics is developmental, hierarchical and dependent — learners must first be familiar with and be able to use positive whole numbers before they can deal with fractions or negative numbers and these must in turn be internalised before the learner begins to use irrational numbers. Similarly one cannot study compound events involving probability without having an understanding of simple events. Teachers need to be familiar with the interrelationships of concepts both within Learning Outcomes and across Learning Outcomes to ensure that learning and assessment opportunities are structured to account for the interrelated and interdependent nature of mathematical knowledge, skills and values.

Time allocation to the different Learning Outcomes is an important consideration when planning a Mathematics Learning Programme. While it is impossible to be definitive and describe time allocation in terms of hours and minutes the table below is intended to suggest a ratio between the different Learning Outcomes.

Time Allocation	Senior Phase		
	Grade 7	Grade 8	Grade 9
LO1	25%	→	10%
LO2	25%	→	35%
LO3	25%	→	20%
LO4	10%	→	10%
LO5	15%	→	25%

This table is meant to signal:

- Shifts in focus through the years. The allocation of time to Number, Operations and Relationships (Learning Outcome 1) drops through the years while the allocation to Patterns, Functions and Algebra (Learning Outcome 2) increases. This shift must be seen in the interrelated nature of these two Learning Outcomes, while learners in the early years are developing numerical knowledge and skills, in the later years they use those skills in developing the more generalised language of Mathematics: Algebra. Similarly while there seems to be a large allocation of time to Space and Shape and Measurement (together) in the Foundation Phase, Measurement is a rich context for the development of Numbers, Operations and Relationships and Space and Shape a context for developing the early Algebra skills of pattern recognition.
- The relative importance of the different Learning Outcomes in the development of the Mathematics learner has been described earlier. Notice how Data Handling gains prominence through the years as the learner is increasingly able to deal with more complex data representations, more complex data types and the concept of chance (probability). Data Handling should also be seen as the context where early ideas in graphing are developed — ideas that inform the understanding of algebraic graphs in grade 9.

Another thing that should be considered when planning a Learning Programme is that in exactly the same way that the Learning Outcomes are not conceptually independent, so the time allocation should also not be independent. Time should not be allocated to the Learning Outcomes on a once a year basis but rather a number of time allocations per year as the knowledge and skills developed in one Learning Outcome complement the knowledge and skills to be developed in another.

F. Abbreviations used in this guide

LO – Learning Outcome
AS – Assessment Standard
M – Mathematics
FAL – English First Additional Language
EMS – Economic and Management Sciences
SS(G) – Social Sciences (Geography)
T – Technology

LB – Learner’s Book
TG – Teacher’s Guide
A&C – Arts and Culture
NS – Natural Sciences
LOR – Life Orientation
SS(H) – Social Sciences (History)
HL – Home Language

I. Mathematics

I.1 Learning Station Mathematics Learning Programme

Grade 7				
	Term 1	Term 2	Term 3	Term 4
LOs and ASes	M: LO1 AS1, 2, 3 M: LO2 AS1, 2, 3, 7	M: LO1 AS2, 3, 5, 8, 11, 12 M: LO2 AS1 M: LO4 AS3, 4	M: LO1 AS3, 6, 8 M: LO3 AS2, 3, 5 M: LO4 AS8, 9 M: LO5 AS2, 7, 8, 9, 10	M: LO3 AS1, 2, 4, 5, 6, 7 M: LO4 AS2, 5, 6
Core knowledge and concepts	<ul style="list-style-type: none"> Investigating patterns in real life Representing patterns as number patterns Using the Fibonacci pattern to draw a spiral Playing with number tricks Investigating number patterns with a calculator Using maths language to describe patterns Using patterns to predict numbers Investigating patterns found on a calculator's key pad and in other "blocks" of numbers Representing patterns in tables and graphs Finding and writing rules to describe the patterns found Writing these rules as equations Using equations to solve problems and make predictions Working with equations that influence the social world Working with flow diagrams Investigating various contexts in which negative numbers are used Understanding the usefulness of negative numbers Exploring the history of negative numbers Extending knowledge of number lines to include negative numbers Developing strategies for adding negative numbers Ordering integers in a range of contexts Exploring negative numbers on the calculator 	<ul style="list-style-type: none"> Use of fractions in everyday life Different ways of looking at fractions Adding fractions on a number line Working out equivalent fractions Writing fractions in their simplest form Comparing and ordering fractions Using equivalent fractions to compare, order and convert fractions Converting between mixed numbers and improper fractions Adding, subtracting, multiplying and dividing fractions with similar and different nominators Solving daily problems which involve common fractions Measuring things accurately using decimal fractions Using the decimal comma to measure and record correctly History of decimal fractions Using decimal fractions to compare and order measurements in real-life contexts Decimal fractions in the metric number system Rounding off rules for decimal fractions Adding and subtracting decimal fractions Multiplying and dividing decimal fractions by powers of 10, 100 and 1 000 Calculating with decimals to solve examples of daily life problems Convert common fractions to decimal fractions using equivalent fractions Use calculators to answer and work with fractions 	<ul style="list-style-type: none"> Contexts in which percentages are used Relationship between fractions, decimals and percentages Usefulness of percentages How percentages can be misleading Strategies for solving different types of problems involving percentages Using the calculator to solve various problems involving percentages and using estimation to check the feasibility of answers Analysing and interpreting data in various contexts Critically analysing different graphical representations of data History and concept of geometry Ideas about space and shape used in Africa and other parts of the world Identifying and drawing parallel and perpendicular lines Measuring different angles Estimating angles according to a specific size Classifying different types of angles Naming angles in different ways Using angles and compass points to explain direction 	<ul style="list-style-type: none"> Ways to classify different shapes Using mathematical terminology to name different shapes and understanding the origin of these terms The symmetry of different shapes Classifying triangles into different groups according to their properties Exploring which shapes tessellate and relating this knowledge to tessellating shapes in their everyday world Investigating the rigidity of different shapes and relating this to the strength of different shapes in constructing buildings and bridges Experimenting with squared units The concept of area and geometry Calculating the area of regular shapes Using the formula to find the area of all rectangles Investigating the area within tangram puzzles Calculating the area of irregular shapes Investigating the perimeter of shapes and comparing with their area Using area to solve real-life problems Identifying and describing the shapes of common three-dimensional objects Identifying and describing a rectangular prism, the cube Identifying and calculating the nets of three-dimensional shapes Create three-dimensional mobiles from joining and folding nets of various shapes Investigate the tessellation of three-dimensional objects

Grade 7

Grade 7	Term 1	Term 2	Term 3	Term 4
	Context	Generation gap; history of computation; pollution	Debt and financial responsibility	History of the metric system; budgeting, competition; HIV/AIDS; sexual abuse; health risks of smoking; pollution
	Resources	Calculators	Calculators	Calculators

Grade 8				
	Term 1	Term 2	Term 3	Term 4
LOs and ASes	M: LO1 AS1, 2, 3, 4, 6, 7, 8, 9	M: LO1 AS2 M: LO2 AS1, 2, 3, 4, 5, 6, 7, 8, 9 M: LO3 AS9 M: LO5 AS1, 8	M: LO2 AS1, 2, 3, 4, 6, 7 M: LO3 AS1, 2, 3, 4, 5, 6, 7, 8, 9 M: LO4 AS2, 3, 4, 5, 7, 8	M: LO1 AS2 M: LO5 AS1, 3, 5, 6, 8, 9
Core knowledge and concepts	<ul style="list-style-type: none"> Natural and whole numbers Properties of zero and one The multiplicative inverse of a natural number Why division by zero is undefined Classifying number as factors or multiples Recognising and defining prime numbers Rules of divisibility Linking integers to real-life situations Comparing integers Operations on integers Order of operations Additive inverse of an integer Operations on fractions Determining equivalent fractions Classifying a number as a rational number Doing operations on fractions by using a calculator Comparing decimals to fractions Converting between decimals and fractions Rounding off Using the properties of rational numbers Estimating wisely Explaining percentages Converting percentages to improper fractions and decimals Calculating percentages Exponents Calculating square and cube roots Calculating using exponents and roots 	<ul style="list-style-type: none"> Investigating and extending number patterns Creating own number patterns Identifying increasing and decreasing trends within number patterns Plotting points on the Cartesian plane The difference between input and output Solving equations by inspection Applying inverse operations to solve equations Checking solutions of equations Determining relationships within patterns in terms of consecutive terms and term positive and value Representing a model relationship in five different ways Linear/non-linear, discrete/continuous, increasing/decreasing and maximum/minimum Pattern in cultural contexts Representing relationships within diagrammatic forms in words, in a table or as a formula Matching given rules to diagrammatic patterns Developing formulae for any term of a polygonal number Interpreting and drawing graphs of the time-distance relationship Interpreting graphs of situations Drawing a graph from a description of a situation 	<ul style="list-style-type: none"> Estimating and comparing angles Measuring and drawing angles using protractors Using vocabulary to describe the relationship between angles where lines are intersecting Recognising, visualising and naming triangles Describing and classifying triangles in terms of sides and angles Using vocabulary to describe relationships between angles in a triangle Measuring and comparing angles and sides accurately Solving problems involving length of sides of triangles Using a pair of compasses and ruler to accurately construct triangles for investigation of properties Solving problems involving lengths and areas of squares Solving problems using estimation and calculation to at least two decimal places Using and converting between appropriate SI units Measuring angles accurately to one degree using protractors Investigating the relationship between the sides of a right-angled triangle to develop the Theorem of Pythagoras Using the Theorem of Pythagoras in calculations, leaving some answers in surd form 	<ul style="list-style-type: none"> Collecting data from different sources Representing data in bar graphs, tallies, pie charts etc. Summarising data and drawing conclusions Drawing scatterplots and identifying the trends in them Calculating the range and identifying outliers Summarising data by determining the mean, median and mode as measures of central tendency Showing how statistics can support workers' case in a factory Organising data using a stem-and-leaf display The role of outliers and data distribution Constructing a pie chart Interpreting a population by race pie chart and answering the posed questions about political issues Identifying a distorted pie chart Drawing line graphs to reflect change over time Using the internet to collect data Using technology to draw graphs to display data Assigning a number to probability Listing all the possible results of the events What equally likely means Calculating the relative frequency after an experiment has been done

	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> Calculating the square root of a non-perfect square through measurement and with calculators π Defining an irrational decimal fraction Historical values of π Calculations involving π Calculating ratios and rates Ratios and rates in the environment Writing large numbers in scientific notation Solving more complex problems involving distance, speed and time Understanding financial matters Exchange rates Estimating the sum of a list of numbers 	<ul style="list-style-type: none"> Talking about trends and features Constructing and interpreting models that address environmental problems Calculating input and output Dependent and independent variables Classifying terms as like/unlike and collecting like terms Simplifying algebraic sums and products involving brackets Determining the quotient of two terms Determining the quotient of an expression and a single term Selecting equivalent expressions Basic algebraic vocabulary 	<ul style="list-style-type: none"> Recognising, visualising and naming polygons in cultural forms and in geometric settings Describing and classifying polygons in terms of properties, including convex/concave, interior/ exterior angles and regular polygons Using a pair of compasses, ruler and protractor to accurately construct polygons, including regular polygons Classifying quadrilaterals in terms of properties, including sides, angles and diagonals and their relationships Selecting and using formulae to calculate perimeters of triangles, quadrilaterals and circumference of circles Selecting and using formulae to calculate the area of triangles, quadrilaterals and circles Drawing a graph from a description of a situation, with focus on trend Solving problems involving length, perimeter and area of quadrilaterals and triangles Calculating the area of polygons by decomposition into triangles and rectangles Converting between mm^2 and cm^2 Describing the meaning of π and using π in calculations involving circles Recognising, visualising and naming solids in natural and cultural forms Describing and classifying solids in terms of properties, including faces, vertices and edges Pyramids and prisms Drawing and interpreting sketches of geometric solids from different perspectives with attention to the preservation of properties Recognising, visualising and naming the platonic solids Using a pair of compasses, ruler and protractor to accurately construct figures for the design of nets 	<ul style="list-style-type: none"> Comparing relative frequency with probability and explaining possible differences Using probability to predict the relative frequency of the possible result of a simple situation

	Term 1	Term 2	Term 3	Term 4
			<ul style="list-style-type: none"> • Designing and using nets to make models of solids • Solving problems involving volume and surface area of rectangular prisms and cylinders • Solving problems using and converting between appropriate SI units • Solving problems using rounding off • Calculating, by using correct formulae, the perimeter and area of polygons and circles • Using transformations and symmetry to investigate properties of geometric figures • Using proportions to describe the effect of enlargement and reduction on properties of geometric figures • Drawing and interpreting sketches of solids from different perspectives, emphasising the fact that the properties stay the same • Recognising and describing the properties of similar and congruent figures and the difference between them • Locating positions by using ordered pairs on co-ordinate systems and the Cartesian plane • Horizontal and vertical change • Using symmetry to investigate properties of geometric figures 	
Context	South African diversity; history of computation; international scientific community; road safety; debt and financial responsibility; gender equity	National identity; cloning; nature conservation; history of computation	Cultural diversity in South Africa; history of computation	Migration; demographics; strikes and labour discord; road safety; history of computation
Resources	Calculators	Calculators	Calculators; protractors (bought or homemade); rulers; compasses	Calculator

Grade 9					
	Term 1	Term 2	Term 3	Term 4	
Grade 9	LOs and ASes	M: LO1 <ul style="list-style-type: none"> Historical development Environmental issues Use rational numbers Scientific notation Properties of rational numbers Exponential laws Solve problems in financial context Rate, ratio and proportion Judge reasonableness of results M: LO2 <ul style="list-style-type: none"> Solve equations M: LO3 <ul style="list-style-type: none"> Relationships in geometric figures M: LO4 <ul style="list-style-type: none"> Theorem of Pythagoras M: LO5 <ul style="list-style-type: none"> Environmental issues Collect data Double and divided bar graphs Draw histograms, pie charts Conclusions and predictions on issues Interpret data Measures of central tendency 	M: LO1 <ul style="list-style-type: none"> Rate and ratio Properties of rational numbers Use rational numbers Exponential laws M: LO2 <ul style="list-style-type: none"> Geometric and numeric patterns and relationships Input and output: verbal; flow diagrams; tables; formulae and equations Mathematical models Relationships in table and graphs Determine equations from tables and graphs Draw graphs from equations Solve equations Factorisation and simplify products Solve exponential equations M: LO3 <ul style="list-style-type: none"> Positions in Cartesian plane Draw graphs M: LO4 <ul style="list-style-type: none"> Measurement and estimation 	M: LO1 <ul style="list-style-type: none"> Percentages M: LO2 <ul style="list-style-type: none"> Relationships in tables M: LO3 <ul style="list-style-type: none"> Recognise polygons Make models of solids Geometry of straight lines and triangles Perspective drawing Congruency Similarity Transformations Transformations to investigate properties of triangles Justify properties of geometric figures by similarity and congruency M: LO4 <ul style="list-style-type: none"> Measure precisely Time, distance and speed Calculate areas and volumes M: LO5 <ul style="list-style-type: none"> Probability: outcomes of event Probability versus relative frequency Tree diagrams Two-way tables 	M: LO3 <ul style="list-style-type: none"> Angles of elevation and depression Compass direction M: LO5 <ul style="list-style-type: none"> Collecting data Interpret data on issues Pose questions on issues Scatter plots Read and interpret data Broken line graphs Line graphs Graphs by Technology
	Core knowledge and concepts	Use of rational numbers Drawing of statistical graphs Rate, ratio and proportion Solving of equations Working with π Scientific notation	Numerical and geometrical patterns Handling of percentages Modelling Drawing of line graphs Products Solving of equations Deduction of equations	Congruency Similarity Transformations Accurate measuring Model building Probability Relative frequency Tree diagrams	Angles of elevation/depression Compass direction Collection of data Scatter plots Read and interpret data Line and broken line graphs Graphs by technology

Grade 9		Term 1	Term 2	Term 3	Term 4
	Context	Youth issues, e.g. pimples and bacteria Financial matters such as interest Specie count in a game reserve in Mpumalanga Aeroplanes Decisions of cricket coaches Buying a house Physical inactivity of learners Population groups Budgeting	Areas of rooms Translating Mathematics into language The game of sliding down and climbing uphill The collection of waste paper Painting a wall Positions on a street map Hexagonal and triangular numbers in dot form	Games with sticks Model building Building a CD holder The Big Tree Soccer field on Earth and Mars How much polystyrene in a cup? Building a Tower Garden Designs in cultural products Game using circles Crossword puzzle Jewelry box Games of probability Gender issues Fees of universities	Constructing an elementary sextant Study of environment for angles of elevation/ depression Positions on streetplan Soccer World Cup Effect of shell space on sales of toiletries Vehicle sales Rand vs dollar Tourists and job creation HI Virus Life expectancy Ozone layer and atmosphere
	Resources needed	Protractor Pair of compasses Basic calculator Information on interest rates Microscope Advertisements on house prices Grid paper	Basic calculator Buttons Grid paper Ruler Information on tin of paint	Sticks Pair of scissors Pair of compasses Sellotape / masking tape / glue Matchboxes Isometric paper Ruler CD/cassette Cardboard Basic calculator Polystyrene cup Measuring tape Shade cloth 7 Poles Soil, manure and ash Seeds of vegetables Bucket without bottom Grid paper Protractor Pictures of cultural products Coins Spinners Dice Information about fees from universities	Straight piece of wood Cardboard Pins Piece of string Metal bolt of nut Pair of scissors Protractor Compass Streetplan of small township Thermometer Graph / grid paper Computer with Excel

1.2 Learning Station Mathematics Work Schedules

Grade 7							
Part and Unit	Time allocation	TG page reference	Mathematics LO and AS cluster	Resources needed	Assessment strategies	Mathematics LOs and ASes	Integration with other Learning Areas
1. Fun with numbers Number patterns	2 weeks	2-11	Group activity, individual activity, pair activity	Calculators	Performance-based assessment, structured questions, projects, observation	M: LO1 AS1, 2, 3, 4, 9	FAL: LO1 EMS: LO1 EMS: LO2 EMS: LO3
1. Fun with numbers Predicting numbers	2 weeks	12-23	Pair activity, individual activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS1, 2, 3, 4, 9, 10	SS: LO1 T: LO1 T: LO2
1. Fun with numbers Integers and rational numbers	2 weeks	24-30	Individual activity, group activity, pair activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS1, 2, 3, 4	T: LO3 LOR: LO3 A&C: LO1 NS: LO1 NS: LO2
2. Fun with fractions Common fractions	4 weeks	32-48	Group activity, individual activity, pair activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS1, 3, 4, 7, 10	FAL: LO1 FAL: LO2 T: LO1
2. Fun with fractions Decimal fractions and measurement	6 weeks	49-65	Group activity, class activity, individual activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS3, 4, 5, 7	T: LO2 T: LO3
2. Fun with fractions Percentages, data and chance	4 weeks	66-86	Pair activity, group activity, individual activity	Calculators	Performance-based assessment, structured questions, practical exercises, projects	M: LO5 AS1 – 10	A&C: LO1 A&C: LO2 NS: LO2 NS: LO3
3. Fun with space and shape Introducing space and shape	4 weeks	88-98	Pair activity, group activity, individual activity	Calculators	Performance-based assessment, structured questions	M: LO3 AS1, 2, 3, 8	FAL: LO1 FAL: LO2 FAL: LO3
3. Fun with space and shape Polygons	3 weeks	99-108	Group activity, individual activity	Calculators	Performance-based assessment, structured questions	M: LO3 AS1, 2, 5, 6	FAL: LO5 EMS: LO1 EMS: LO2
3. Fun with space and shape Area and perimeter	3 weeks	109-115	Individual activity, pair activity	Calculators	Performance-based assessment, structured questions	M: LO4 AS2, 5	T: LO1 A&C: LO1 A&C: LO2
3. Fun with space and shape Three-dimensional objects	3 weeks	116-122	Pair activity, individual activity, project	Calculators	Performance-based assessment, structured questions	M: LO3 AS1, 4, 5, 6, 7	NS: LO1

Grade 8

Part and Unit	Time allocation	TG page reference	Mathematics LO and AS cluster	Resources needed	Assessment strategies	Mathematics LOs and Ases	Integration with other Learning Areas
I. Fun with numbers Zooming in on zero, one and a few other facts	½ week	1-2	Individual activity, reflection activity, group activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS1, 2, 3	FAL: LO3 FAL: LO5
I. Fun with numbers Factors and multiples	½ week	2-4	Individual activity, reflection activity	Calculators	Performance-based assessment, structured questions, practical exercises	M: LO1 AS2, 3	FAL: LO2 FAL: LO3 FAL: LO5
I. Fun with numbers Integers	½ week	5-6	Group activity, individual activity, reflection activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS2, 4	FAL: LO3 SS(G): LO1 SS(G): LO2 LOR: LO3
I. Fun with numbers Operations on integers	1 week	6-9	Pair activity, individual activity, reflection activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS1, 2, 6, 7, 8	FAL: LO4 EMS: LO4
I. Fun with numbers Fractions are for sharing	1 week	10-13	Pair activity, reflection activity, individual activity, group activity	Calculators	Performance-based assessment, structured questions, practical exercises	M: LO1 AS1, 2, 3, 4, 6, 9	EMS: LO4
I. Fun with numbers Get decimal wise	1 week	14-17	Pair activity, group activity, individual activity, reflection activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS1, 2, 3, 6, 7, 8, 9	FAL: LO3 FAL: LO5 T: LO2 LOR: LO1, 2
I. Fun with numbers Percentages	½ week	18-19	Group activity, individual activity, reflection activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS4, 6, 7	FAL: LO3 FAL: LO5 T: LO1 LOR: LO1
I. Fun with numbers Patterns lead to power	1 week	20-24	Group activity, pair activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS2, 3, 6	T: LO1
I. Fun with numbers The mysterious, secret, incomplete, astonishing number	½ week	25-28	Group activity, pair activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS1, 2, 3, 4, 5	FAL: LO1 EMS: LO1 T: LO1
I. Fun with numbers Ratio and rate	½ week	29-31	Group activity, reflection activity, pair activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS3, 5	FAL: LO5 SS(G): LO1 LOR: LO2
I. Fun with numbers Huge numbers – journey to the stars	1 week	32-37	Group activity, pair activity, reflection activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS1, 2, 3, 4	FAL: LO5 EMS: LO1 SS(G): LO1
I. Fun with numbers Simple interest, budgeting and exchange rates	1 week	38-40	Pair activity, group activity, reflection activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS4, 7	FAL: LO5 EMS: LO1, 2 LOR: LO2 NS: LO1

Grade 8

	Part and Unit	Time allocation	TG page reference	Mathematics LO and AS cluster	Resources needed	Assessment strategies	Mathematics LOs and Ases	Integration with other Learning Areas
Grade 8	2. Fun with patterns, functions and algebra Rhythmmmm...	1 week	43-46	Group activity, class activity, reflection activity	Calculators	Performance-based assessment, structured questions	M: LO2 AS1 M: LO3 AS9	FAL: LO5 SS(G): LO1 LOR: LO1 A&C: LO1
	2. Fun with patterns, functions and algebra Additive and multiplative inverses	2 weeks	47-52	Group activity, pair activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS2 M: LO2 AS1, 2, 3, 4, 6, 7	FAL: LO5 EMS: LO4 T: LO1 A&C: LO2 NS: LO1
	2. Fun with patterns, functions and algebra Diagrammatic patterns	2 weeks	53-60	Group activity, pair activity, reflection activity	Calculators	Performance-based assessment, structured questions, projects	M: LO2 AS1, 2, 3, 4, 6 M: LO5 AS1, 8	FAL: LO2 FAL: LO4 FAL: LO5 T: LO1 NS: LO1 NS: LO2 NS: LO3
	2. Fun with patterns, functions and algebra Switching to more algebra	2 weeks	61-65	Group activity, pair activity, reflection activity	Calculators	Performance-based assessment, structured questions	M: LO2 AS5, 8, 9	FAL: LO2 FAL: LO5
	3. Fun with space, shape and measurement Looking at the world from different angles	1 week	69-70	Pair activity, reflection activity, group activity	Calculators, protractors (bought or homemade)	Performance-based assessment, structured questions	M: LO3 AS3 M: LO4 AS7	FAL: LO5 T: LO1
	3. Fun with space, shape and measurement Trying triangles	1 week	71-73	Group activity, reflection activity, pair activity	Calculators, protractors (bought or homemade), compasses	Performance-based assessment, structured questions	M: LO3 AS1, 2, 3	FAL: LO5 T: LO1 A&C: LO3 A&C: LO4
	3. Fun with space, shape and measurement The theorem of Pythagoras	1 week	74-76	Group activity, reflection activity, pair activity	Calculators, protractors (bought or homemade), compasses	Performance-based assessment, structured questions	M: LO3 AS1, 2, 3	FAL: LO5 T: LO1 A&C: LO3 A&C: LO4
	3. Fun with space, shape and measurement Parallel lines	1 week	77-79	Group activity, pair activity, reflection activity	Calculators, protractors (bought or homemade), compasses	Performance-based assessment, structured questions	M: LO2 AS2, 3, 4, 6, 7 M: LO2 M: LO4 AS2, 4, 5, 8	FAL: LO5 T: LO1 NS: LO1 NS: LO2
	3. Fun with space, shape and measurement Polygons	1 week	80-83	Group activity, reflection activity, pair activity	Calculators, protractors (bought or homemade), compasses	Performance-based assessment, structured questions	M: LO2 AS2 M: LO3 AS1, 2 M: LO4 AS7	FAL: LO2 FAL: LO5 T: LO1 LOR: LO1 A&C: LO4 NS: LO1

	Part and Unit	Time allocation	TG page reference	Mathematics LO and AS cluster	Resources needed	Assessment strategies	Mathematics LOs and ASES	Integration with other Learning Areas
Grade 8	3. Fun with space, shape and measurement Area, perimeter and circumference	1 week	84-90	Group activity, pair activity, reflection activity	Calculators, protractors (bought or homemade), compasses	Performance-based assessment, structured questions, project	M: LO2 AS2, 3, 4, 6, 7 M: LO3 AS2 M: LO4 AS2, 4, 5, 8	FAL: LO5 T: LO1 NS: LO1, 2
	3. Fun with space, shape and measurement Solids in natural and cultural forms	1 week	91-98	Individual activity, group activity, reflection activity	Calculators, protractors (bought or homemade), compasses	Performance-based assessment, structured questions	M: LO2 AS1, 2 M: LO3 AS1, 2, 4, 5, 8 M: LO4 AS3, 5, 6	FAL: LO2 FAL: LO5 EMS: LO1 T: LO1 LOR: LO2 A&C: LO3
	3. Fun with space, shape and measurement Action geometry: transformations	1 week	99-103	Group activity, pair activity, reflection activity	Calculators, protractors (bought or homemade), compasses	Performance-based assessment, structured questions	M: LO3 AS2, 3, 6, 7, 9	FAL: LO2 FAL: LO5 A&C: LO3 NS: LO2
	4. Fun with data handling and probability Bar graphs and histograms	2 weeks	106-110	Group activity, reflection	Calculators	Performance-based assessment, structured questions	M: LO5 AS1, 3, 8, 9	FAL: LO2, 5 SS(G): LO3 SS(H): LO1 SS(H): LO2 LOR: LO1 NS: LO1
	4. Fun with data handling and probability Scatter plots, measures of central tendency/dispersion and stem-and-leaf display	2 weeks	111-115	Group activity, reflection activity, pair activity	Calculators	Performance-based assessment, structured questions	M: LO5 AS5, 6, 8, 9	FAL: LO2, 3, 5 EMS: LO3 SS(H): LO1 T: LO2 LOR: LO2 NS: LO1
	4. Fun with data handling and probability Pie charts and line graphs	2 weeks	116-119	Group activity, pair activity, reflection activity	Calculators	Performance-based assessment, structured questions, observation	M: LO1 AS2 M: LO5 AS1, 2, 3, 8, 9	FAL: LO2 FAL: LO3 FAL: LO5 EMS: LO3 EMS: LO4 SS(H): LO1 SS(H): LO2 SS(H): LO3
	4. Fun with data handling and probability Probability	2 weeks	120-125	Group activity, reflection activity, class activity	Calculators	Performance-based assessment, structured questions	M: LO1 AS2 M: LO5 AS10	FAL: LO3 FAL: LO5 NS: LO1 NS: LO2

GRADE 9

Unit	Time allocation	TG page reference	Mathematical processes and skills	Assessment strategies	Mathematics LOs	Mathematics ASes	Integration with other Learning Areas
1. Numbers were developed for all humankind	1 week		Classifying and working with numbers	Home/Class work	1	2	LANG SS
2. Exponential laws and definitions	1 week		Negative exponents	Investigation	1	6	LANG TECH LO
3. How small can small be	1 week		Scientific notation	Home/Class work	1	2	SS LO NS
4. Financial matters: £; \$; %; R	1 week		Compound interest	Investigation	1	3	LANG EMS
5. Ratio, rate and proportion	1 week		Ratios and rates	Home/Class work	1	4	LANG
6. Zooming in on irrational numbers and measurement	2 weeks		π in action Irrational numbers on the number line	Home/Class work Investigation Assignment	1 1 1	5 5	LANG A&C NS
7. Rules within patterns	1 week		Deducing a rule for the 1 000 th hexagonal number	Investigation	2	1, 2	TECH A&C NS
8. Identifying positions of points, increasing and decreasing relationships	1 week		Position of points analysed	Home/Class work	3	9	LANG EMS SS LO NS
9. The straight line on the Cartesian plane	1 week		Drawing a straight line without a table	Home/Class work	2	5	LO NS
10. Linear equations, input and output	1 week		Calculate the input and output	Home/Class work	2	4	LANG TECH NS
11. Calculating products through old and new skills	1 week		Product of two binomials	Home/Class work	2	7	SS TECH
12. Common factors and Highest Common Factor	1 week		Factorising through identifying the HCF	Home/Class work	2	7	TECH NS
13. The difference of two squares	1 week		Difference of two squares as cut up areas	Investigation	2	7	TECH NS
14. Simplifying algebraic expressions	1 week		Simplifying algebraic expressions	Home/Class work	2	9	NS
15. Using factorisation to solve equations	2 weeks		Solving equations	Assignment	2	7, 9	TECH NS

Unit	Time allocation	TG page reference	Mathematical processes and skills	Assessment strategies	Mathematics LOs	Mathematics ASes	Integration with other Learning Areas
16. Exponential equations	1 week		Solving exponential equations	Home /Class work	2	8	LANG TECH LO
17. Polygons, polyhedra and perspective	1 week		Drawing in perspective	Home/Class work	3	1, 6	LANG TECH LO A&C
18. Area, perimeter, circumference and volume	2 weeks		Design a CD holder How much polystyrene is used for a cup Build yourself a Tower garden	Project Investigation Project	2 3 4 3 4 3 4	2 1, 2 2 4 2 4 2	TECH EMS
19. Transformations	1 week		Using transformations to investigate the properties of quadrilaterals	Investigation	3	2	LANG EMS
20. Similarity and congruency	2 weeks		Investigating congruency	Assignment	3	5	LANG A&C NS
21. Geometry of straight lines and triangles	1 week		Arguments need reasons	Home/Class work	3	3	LANG LO A&C
22. Looking up, looking down – looking for direction	2 weeks		Constructing an elementary sextant	Project	3 3	7	EMS SS TECH
23. Bar charts and histograms	1 week		Double and divided bar graphs	Home/Class work	5	1, 2, 5	LANG E,S SS
24. Pie charts	1 week		Constructing a pie chart after conducting a survey Measures of central tendency in real life situations	Project Assignment	5 5	2 3	LANG EMS LO NS
25. Measures of central tendency	1 week		Measures of central tendency and dispersion	Investigation	5	1,2,3,5	LANG EMS SS LO NS

Unit	Time allocation	TG page reference	Mathematical processes and skills	Assessment strategies	Mathematics LOs	Mathematics ASes	Integration with other Learning Areas
26. Scatter plots	1 week		Collecting data through measurement to construct a scatter plot Scatter plots, line graphs and issues	Class project Assignment	5 5	2, 4 4, 5	LANG EMS SS TECH LO NS
27. Probability	1 week		Probability of the outcomes of events	Class investigation	5	6	LANG
28. Relative frequency	1 week		Relative frequency versus Probability	Class project	5	6	LANG TECH NS
29. Tables give away information	1 week		Working with two-way tables	Investigation	5	6	LANG NS
30. Tree diagrams	1 week		Draw tree diagrams to display the outcomes of compound events	Assignment	5	6	LANG EMS SS TECH LO NS
31. How does the computer fit it with statistics	1 week		Drawing different graphs using technology	Class / Home work	5	8,4	LANG TECH LO

1.3 Learning Station Mathematics Lesson Plan (Senior Phase)

MATHS EXAMPLE

LESSON PLAN: Part 3, Unit 19, Activity 5

Teacher: Mrs G Nwana Date to start: 3 May 2007 Date to end: 5 May 2007 Mathematical Topic: Properties of quadrilaterals Grade 9:					
Learning Outcomes: LO3 AS2,5 Critical and Developmental Outcomes: 1, 2, 3, 4, 8(a)		Part: 3	Unit: 19	Activity: 5	
Teacher's actions	Learners' Actions	Assessment (methods, instruments)	Resources	Expanded opportunities	Duration
1 Making of templates: <ul style="list-style-type: none"> Provide patty paper or A4 sheets of copier paper to make templates of the two triangles provided. Discuss other methods to make templates such as fitting the corners of A4 sheets of paper on the triangles provided and measuring off the sides with little marks. 	1 Making the templates: <ul style="list-style-type: none"> The learners carefully make the templates. Carry over icons for sides and angles onto the templates. 	<ul style="list-style-type: none"> Task list assessment Observation sheet 	<ul style="list-style-type: none"> Patty pair Pair of scissors Cardboard Ruler A4 sheets of copier paper 	<ul style="list-style-type: none"> See at end 	10 min
2 Baseline assessment: <ul style="list-style-type: none"> Do revision of transformations. Concentrate on reflections and rotations about a centre point of rotation. 	2 Execute the transformations revised with their templates	Observation	Cut out templates		4 min
3 Facilitate transformations done with templates <ul style="list-style-type: none"> Discuss the shapes formed after a reflection in a horizontal line. Classify the newly formed triangles. Discuss the shapes formed after the 'new' triangles have been reflected in a horizontal line. Make sure that all icons are carried over. 	3 Perform reflections: <ul style="list-style-type: none"> Learners reflect the two different templates about two different vertical lines. Trace the reflected templates. Reflect the newly formed triangles in a horizontal line. Carry over all icons. 	Observation	<ul style="list-style-type: none"> Workbooks Cut out templates 		8 min
4 Discussion of observations: <ul style="list-style-type: none"> Name the quadrilateral drawn. Facilitate process of deducing the properties of the two quadrilaterals. (Refer to Teacher's Guide page 00) Allow groups to represent their findings to the class. 	4 List properties of the quadrilaterals: <ul style="list-style-type: none"> List properties of the quadrilaterals through studying the carried over icons of the basic triangle templates. 	<ul style="list-style-type: none"> Check list (are all the properties listed?) Rubric (holistic or analytic) Memorandum 	<ul style="list-style-type: none"> Workbooks Drawn quadrilaterals 		15 min
5 Follow the same procedure for number 2 as for number 1. <ul style="list-style-type: none"> Alert learners that only one reflection in a horizontal line takes place. Make sure they draw in the diagonals. 	5 List properties of the quadrilaterals: <ul style="list-style-type: none"> Measure angles where diagonals intersect. List properties of the two quadrilaterals through studying the carried over icons. 	<ul style="list-style-type: none"> Checklist (are all the properties listed?) Rubric (holistic or analytic) Memorandum 	<ul style="list-style-type: none"> Workbooks Drawn quad 		15 min

<p>6 Facilitate rotation:</p> <ul style="list-style-type: none"> • Emphasise the direction, amount of rotation and the centre of rotation. • Emphasise the positions of the rotated angles and the implications for the side thereof. 	<p>6 Perform the rotation:</p> <ul style="list-style-type: none"> • Trace the position of the template after the rotation. • Carry over icons. • Identify the newly formed quadrilateral and list its properties. 	<ul style="list-style-type: none"> • Checklist (are all the properties listed?) • Rubric (holistic or analytic) • Memorandum 		<p>Investigate which transformation of which basic figure will generate for example:</p> <ul style="list-style-type: none"> • A hexagon • A pentagon etc. <p>Design a wall</p>	
<p>Other points of emphasis (special needs, SKAV's, gender issues, etc.):</p>					

MATHEMATICS					
Teacher: Date to start: Date to end: Mathematical Topic: Grade 9:					
Learning Outcomes: Part: Unit: Activity: Critical and Developmental Outcomes:					
Teacher's actions	Learners' Actions	Assessment (methods, instruments)	Resources	Expanded opportunities	Duration
Other points of emphasis (special needs, SKAV's gender issues, etc.):					
Homework:					

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1.4 Example of Task List Assessment

EXAMPLE I: This is a sample used to assess the activities of the sample of the lesson plan suggested.

TASK	SCORE OF LEARNER	WEIGHT OF TASK	FINAL MARKS (Weight × Score)
How to score: CODES AND PERCENTAGES FOR RECORDING AND REPORTING IN THE SENIOR PHASE: <ul style="list-style-type: none"> Encircle the learner's marks. Multiply by the weighting to get the final score for that Learning Outcome. Add marks for each outcome to get your Total Score. 			
Make templates accurately. Observe No 1a) 2a)	1 2 3 4 5 6 7	1	$3 \times 1 = 3$
Reflections in Vertical lines and horizontal lines Observe No 1c) 2c)	1 2 3 4 5 6 7	2	$5 \times 2 = 10$
Identification of newly formed figures and listing of their properties Observe No 1e) f) 2d) e)	1 2 3 4 5 6 7	4	$4 \times 7 = 28$
Position of rotated triangle Observe 3c)	1 2 3 4 5 6 7	3	$3 \times 5 = 15$
Identification of newly formed quadrilateral and listing of its properties Observe 3f)	1 2 3 4 5 6 7	4	$4 \times 7 = 28$
Expanded opportunity	1 2 3 4 5 6 7	2	$2 \times 1 = 2$
TOTAL SCORE:		16	84/112
MAX: $7 \times 16 = 112$			

EXAMPLE II (LO's, CO's and DO's addressed to be marked with a cross)

Grade:	Date:	
Learning Outcome(s): 1 2 3 4 5	Assessment Standard(s):	
Critical Outcome: 1 2 3 4 5 6 7	Developmental Outcome: 8a) 8b) 8c) 8d) 8e)	
1. 1 Resources:	1. 2 Desired outcome of lesson:	
1. 3 Provision for those with special educational needs:		
	What the teacher will do:	What the learners will do:
2.1 Introduction (baseline assessment)	2.1	2.1
2.2 Lesson develops (teacher, groups, pairs or class activities)	2.2	2.2
2.3 Conclusion	2.3	2.3
2.4 Homework:	2.4	2.4
2.5 More attention to learners with special educational needs	2.5	2.5
3. Reflection:	3.1 Have the outcomes been reached?:	
	3.2 Future changes to lesson:	

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2. English First Additional Language

2.1 Learning Station English Learning Programme

Grade 7				
	Term 1	Term 2	Term 3	Term 4
LOs and ASes	FAL: LO1 AS1,2,4 FAL: LO2 AS1,2,3,4 FAL: LO3 AS1,4,5,6,7,8,9 FAL: LO4 AS1,5,6,7 FAL: LO5 AS1,2 FAL: LO6 AS1,2,3,4,5,7,8	FAL: LO1 AS1,2,4 FAL: LO2 AS2,3 FAL: LO3 AS1,2,4,6,8,9 FAL: LO4 AS1,2,4,6,7 FAL: LO5 AS1,2,3 FAL: LO6 AS1,3,4,5,6,7,8,9	FAL: LO1 AS1,3,4 FAL: LO2 AS1,2,3,4 FAL: LO3 AS1,4,6,8,9 FAL: LO4 AS1,4,6,7 FAL: LO5 AS1,2,3 FAL: LO6 AS1,3,7,8,9	FAL: LO1 AS1,2,4 FAL: LO2 AS1,2,3,4 FAL: LO3 AS1,3,4,5,6,7,8,9 FAL: LO4 AS1,2,4,6,7,9 FAL: LO5 AS1,2,3 FAL: LO6 AS1,3,7,8,9
Core knowledge and concepts	<ul style="list-style-type: none"> • Ways in which written language is used to communicate • Writing to communicate information • Prepositions • Understanding some of the language and concepts around HIV/AIDS • Using some of the language of HIV/AIDS to make rules for safe sex and good health • Understanding some of the concepts and vocabulary used when studying trade • Reading for key points and main ideas • Producing a text in another Learning Area • Pronouns 	<ul style="list-style-type: none"> • Concepts and language used when studying trade • Writing a summary • Contractions • Concepts and language used when studying a natural disaster such as floods • Identifying main points • Writing a summary • Recognising causal relationship • Verbs • Concepts and language used when studying human origins • Reading for main idea • Writing historical text • Using the first conditional 	<ul style="list-style-type: none"> • Concepts and language used when studying biodiversity • Classification • Writing creatively • Transferring information from one mode to another • Concepts and language used when studying population growth and changes • Listening for specific information • Pronouns and past tense • Developing writing ability • Concepts and language used when studying how oral traditions are used to communicate culture and knowledge • Telling stories in the additional language • Tense 	<ul style="list-style-type: none"> • Concepts from other Learning Areas and using the language associated with them • Recognising science as a human endeavour • Sci-fi as a genre • Writing creatively • Prefixes, suffixes, and compound words • Concepts and vocabulary used when studying entrepreneurship • Identifying special qualities and characteristics in people • Pronouns • Recognising how text is constructed to represent a particular point of view • Debating social and ethical issues • Consciously adopting a point of view in writing • Understanding some concepts from other Learning Areas and using the language associated with them
Context	Writing, a window to communication; health and sexuality; old trade routes	Trade; natural disasters; human origins	Biodiversity; population growth and changes; how oral traditions are used to communicate culture and knowledge	Our universe; entrepreneurship; points of view
Resources	Teacher's Guide; Learner's Book; Reader	Teacher's Guide; Learner's Book; Reader	Teacher's Guide; Learner's Book; Reader	Teacher's Guide; Learner's Book; Reader

Grade 8					
	Term 1	Term 2	Term 3	Term 4	
Grade 8	LOs and ASes	FAL: LO1 AS1,4 FAL: LO2 AS1,2,3,4,5 FAL: LO3 AS1,2,3,4,5,8,9 FAL: LO4 AS1,6,7 FAL: LO5 AS1,2,3 FAL: LO6 AS1,2,3,5,6,7,8,9,10	FAL: LO1 AS2,3 FAL: LO2 AS3,4,5 FAL: LO3 AS1,3,4,5,6,7,8 FAL: LO4 AS1,2,4,5,6,7 FAL: LO5 AS1,2,3 FAL: LO6 AS2,3,4,5,8,9	FAL: LO1 AS1,2,3 FAL: LO2 AS1,2,3,6 FAL: LO3 AS1,4,6,9 FAL: LO4 AS1,5,6,7 FAL: LO5 AS1,2,3 FAL: LO6 AS3,4,6,7,8,9,10	FAL: LO1 AS1,4 FAL: LO2 AS1,2,3,4,5,6 FAL: LO3 AS1,4,5,6,7, 8, 9 FAL: LO4 AS1,4,6,7 FAL: LO5 AS1,2 FAL: LO6 AS1,4,8,9
	Core knowledge and concepts	<ul style="list-style-type: none"> • Interviewing effectively • Tone, register and body language • Writing a report • Modals • Asking and answering complex questions • Reading texts and writing a summary • Understanding some concepts and vocabulary from other Learning Areas • Adopting a point of view in writing • Writing a diary entry • Using the future tense with 'when' clauses • Asking and answering more complex questions • Writing an essay adopting a point of view • Understanding some concepts and vocabulary about the impact of technology on our lives and the environment • Understanding and using the second conditional 	<ul style="list-style-type: none"> • Listening to a poem • Reading and identifying main points in a text • Viewing photographs and using the vocabulary and concepts of photography • Writing a personal letter in the correct style • Writing cohesive, logical arguments • Writing explanations • Using language and concepts to do with logic, experimentation and gravity • Nouns • Determiners • Language and concepts from the Economics and Management Sciences Learning Area • Listening for information and showing this information as a diagram • The past perfect tense • Designing an advertisement 	<ul style="list-style-type: none"> • Reading a text and inferring meaning • Writing text types required in other Learning Areas • Understanding some of the concepts and using some of the vocabulary of other Learning Areas • Transferring information from one mode to another using mind maps • Countable and uncountable nouns • A writer's point of view • Writing about the advantages and disadvantages of certain natural resources • Using concepts and vocabulary to do with natural resources • Making generalisations • Modals • Telling a story • Writing about the advantages and disadvantages of symbiosis • Understanding some of the key concepts and vocabulary associated with mutual relationships between living things • Producing visual material to support a text • Using emotive nouns and adjectives 	<ul style="list-style-type: none"> • Discussing why some things are included in a photograph and other things are not • Using words and concepts from the Social Sciences: Geography Learning Area • Writing a story • Conditional sentences • The progressive form of verbs • Reading and viewing an information text, photograph and a story • Recognising point of view in text • Writing a summary • Understanding some of the key concepts and vocabulary of colonialism • Identifying and working with nouns
	Context	Talk as a life skill; living and loving safely; the good and bad of technology	Art and life; thinking scientifically; rising prices	The South African War; need and greed; special relationships	The scramble for Africa
	Resources	Teacher's Guide; Learner's Book; Reader	Teacher's Guide; Learner's Book; Reader	Teacher's Guide; Learner's Book; Reader	Teacher's Guide; Learner's Book; Reader

Grade 9

	Term 1	Term 2	Term 3	Term 4
Grade 9	<p>LOs and ASes</p> <p>Unit 1: FAL: LO1 AS3,4 FAL: LO2 AS1,3,6,7 FAL: LO3 AS1,2,4,5,9 FAL: LO4 AS1,2,4,6 FAL: LO5 AS1,2,3 FAL: LO6 AS7,9</p> <p>Unit 2: FAL: LO1 AS4 FAL: LO2 AS3,7 FAL: LO3 AS1,4,6,7,9 FAL: LO4 AS4,5 FAL: LO5 AS1,2 FAL: LO6 AS2,3,9</p> <p>Unit 3: FAL: LO1 AS2 FAL: LO2 AS2,3,5 FAL: LO3 AS1,9 FAL: LO4 AS1,5,6,7 FAL: LO5 AS1,2,3 FAL: LO6 AS4,8,9</p>	<p>Unit 4: FAL: LO1 AS4 FAL: LO2 AS3 FAL: LO3 AS1,2,3,5,9 FAL: LO4 AS2,3 FAL: LO5 AS2 FAL: LO6 AS3,4,10</p> <p>Unit 5: FAL: LO1 AS4 FAL: LO2 AS3,6 FAL: LO3 AS1,7,8,9 FAL: LO4 AS1,2,4,6 FAL: LO5 AS1,2,3 FAL: LO6 AS1,10</p> <p>Unit 6: FAL: LO1 AS4 FAL: LO2 AS3,4 FAL: LO3 AS1,4,5,6,8,9 FAL: LO4 AS1,6,7 FAL: LO5 AS1,2,3 FAL: LO6 AS8,9</p>	<p>Unit 7: FAL: LO1 AS3,4 FAL: LO2 AS3,4 FAL: LO3 AS1,3,4,9 FAL: LO4 AS1,5 FAL: LO5 AS1,2,3 FAL: LO6 AS4,5,8,9</p> <p>Unit 8: FAL: LO1 AS3 FAL: LO2 AS2,3,6,7 FAL: LO3 AS1,3,4,9 FAL: LO4 AS2,6,7 FAL: LO5 AS2,3 FAL: LO6 AS6,10</p> <p>Unit 9: FAL: LO1 AS4 FAL: LO2 AS3,7 FAL: LO3 AS1,2,9 FAL: LO4 AS4,6,7 FAL: LO5 AS1,2 FAL: LO6 AS4,9</p>	<p>Unit 10: FAL: LO1 AS1,2 FAL: LO2 AS2,3 FAL: LO3 AS1,3,4,6,7,8,9 FAL: LO4 AS1,6,7 FAL: LO5 AS1,2 FAL: LO6 AS1,7,9</p> <p>Unit 11: FAL: LO1 AS4 FAL: LO2 AS3 FAL: LO3 AS1,2,4,5,6,8,9 FAL: LO4 AS5,6,7 FAL: LO5 AS1,2 FAL: LO6 AS2,3,4,5,6,10</p>
	<p>Core knowledge and concepts</p> <ul style="list-style-type: none"> • Use some of the concepts and vocabulary they need to study the factors influencing personal choice of diet • Draw conclusions • Present a formal talk • Use metaphor and similes • Write a business letter • Use complex sentences • Look critically at advertisements • Use language and concepts from the Technology Learning Area • Match different ways of reading to different texts • Design magazine covers • Use the past perfect progressive tense • Use some of the concepts and vocabulary from the Social Sciences: Geography Learning Area • Identify topic sentences • Summarise listening texts • Write longer texts that argue for and against a position 	<ul style="list-style-type: none"> • Critically reflect on work and study opportunities • Write a journal entry • Write a CV and a business letter • Read information text • Use direct and indirect speech • Use the modal 'able to' • Use some of the concepts and vocabulary found in the study of extinction • Expand classifications into paragraphs • Make their own notes and present a talk based on these notes • Write a formal e-mail message • Write creatively • Use different ways of talking about the future • Understand some of the concepts and vocabulary used in Social Sciences (History) to study the struggle for independence in Africa • Write a text type required in another Learning Area 	<ul style="list-style-type: none"> • Use concepts and vocabulary from the Economics and Management Sciences and Mathematics Learning Areas • Read tables and graphs • Listen for specific information • Write a personal advertisement • Writes a demand table and report on findings of a survey • Use the third conditional • Present a formal talk on HIV/AIDS • Take notes while listening • Make a chart from notes • Write the minutes of a meeting • Express their own point of view in writing • Draw conclusions • Use the passive voice in the future • Understand and use some concepts and vocabulary from the Social Sciences (History) Learning Area • Demonstrate critical awareness of own language use 	<ul style="list-style-type: none"> • Use concepts and vocabulary from the Natural Sciences Learning Area • Identify purpose, audience, context and register in a written text • Write about processes and procedures • Use complex sentences with relative pronouns • Understand some concepts and vocabulary from the Arts and Culture Learning Area • Use an encyclopaedia • Critically analyse media texts • Show an understanding of the information structure of a text • Revise and use the grammar prescribed in the curriculum

	Term 1	Term 2	Term 3	Term 4	
Grade 9		<ul style="list-style-type: none"> • Use modals to show obligation • Design book covers 	<ul style="list-style-type: none"> • Read information from tables • Critically analyse media texts • Use prefixes to expand their vocabularies 	<ul style="list-style-type: none"> • Understand some elements of poetry • Rewrite a story as a newspaper article • Write to influence the reader • Use the modal 'used to' correctly 	
	Context	<ul style="list-style-type: none"> • Food • Dugouts and dhows • Seeds of the future 	<ul style="list-style-type: none"> • Thinking ahead • Extinction • The struggle for independence 	<ul style="list-style-type: none"> • Changing prices • Getting the message • The trouble with skin colour 	<ul style="list-style-type: none"> • Oxygen in action • Pop culture
	Resources	Teacher's Guide; Learner's Book; Reader	Teacher's Guide; Learner's Book; Reader	Teacher's Guide; Learner's Book; Reader	Teacher's Guide; Learner's Book; Reader

2.2 Learning Station English Work Schedules

Grade 7							
Unit	Time allocation	TG page reference	Language skills focus	Resources needed	Assessment strategies	Language LOs and ASes	Integration with other Learning Areas
1. Writing, a window to communication	3 weeks	1-8	Understand how language is used to communicate, write to communicate information, use prepositions	Teacher's Guide, Learner's Book, Reader	Structured questions, practical exercises, performance-based assessment, peer assessment, observation, class debate	FAL: LO1 AS1, 4 FAL: LO2 AS2, 4 FAL: LO3 AS1, 4, 5, 6, 7, 8 FAL: LO4 AS1, 5, 6, 7 FAL: LO5 AS1, 2 FAL: LO6 AS3, 4, 5, 8	T: LO3 AS2, 3
2. Health and sexuality	3 weeks	9-15	Understand concepts, use language of other Learning Areas	Teacher's Guide, Learner's Book, Reader	Self assessment, structured questions, performance-based assessment, observation, peer assessment, practical exercises	FAL: LO1 AS4 FAL: LO2 AS1, 2, 3 FAL: LO3 AS1, 4, 6, 8, 9 FAL: LO4 AS1, 7 FAL: LO5 AS1, 2 FAL: LO6 AS1, 2, 8	SS(G): LO3 AS1, 2, 4 LOR: LO1 AS3, 4
3. Old trade routes	2 weeks	16-22	Understand concepts and vocabulary, read for key points and main ideas, produce a text, use pronouns	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, observation, practical exercises, class debate, peer assessment	FAL: LO1 AS2, 4 FAL: LO2 AS2, 3 FAL: LO3 AS1, 4, 6 FAL: LO4 AS1, 7 FAL: LO5 AS1, 2 FAL: LO6 AS1, 7, 8	SS(H): LO2 AS2
4. Markets	3 weeks	23-29	Understand concepts and language, write a summary, use contractions	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, observation, practical exercises, self assessment, peer assessment	FAL: LO1 AS2, 4 FAL: LO2 AS2, 3 FAL: LO3 AS1, 2, 4 FAL: LO4 AS1, 4, 6 FAL: LO5 AS1, 2 FAL: LO6 AS1, 6, 7, 8, 9	SS(H): LO2 AS2, 3 SS(G): LO1 AS2
5. Too wet	3 weeks	30-36	Understand concepts and language, identify main points, write a summary, recognise causal relationships, use verbs	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, observation, peer assessment, self assessment	FAL: LO1 AS1 FAL: LO2 AS2, 3 FAL: LO3 AS1, 6, 9 FAL: LO4 AS1 FAL: LO5 AS1, 2, 3 FAL: LO6 AS1, 3, 7, 8	SS(G): LO2 AS1, 3 LOR: LO2 AS3
6. Out of Africa	3 weeks	37-43	Understand concepts and language, read for main idea, write historical text, use the first conditional	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, observation, class debate, self assessment	FAL: LO1 AS1, 4 FAL: LO2 AS2, 3 FAL: LO3 AS1, 2, 4, 8, 9 FAL: LO4 AS1, 2, 4, 6, 7 FAL: LO5 AS1, 2, 3 FAL: LO6 AS1, 4, 5, 6, 7, 8	SS(H): LO1 AS2 SS(H): LO2 AS2 SS(H): LO3 AS4 NS: LO2 AS3 LOR: LO5 AS1

Unit	Time allocation	TG page reference	Language skills focus	Resources needed	Assessment strategies	Language LOs and ASes	Integration with other Learning Areas
7. Grassland life	2 weeks	44-50	Understand concepts and language, understand classification, write creatively, transfer information from one mode to another	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, observation, role play	FAL: LO1 AS1, 4 FAL: LO2 AS1, 2, 3 FAL: LO3 AS 1, 4, 6, 9 FAL: LO4 AS1, 4, 6 FAL: LO5 AS1, 2, 3 FAL: LO6 AS1, 3, 7, 8, 9	NS: LO2 AS1, 2, 3 A&C: LO2 AS7 A&C: LO3 AS3
8. Changing times	3 weeks	51-62	Understand concepts and language, good writing, listen for specific information, use pronouns, use the past tense	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, observation, self assessment	FAL: LO1 AS1, 3, 4 FAL: LO2 AS2, 3, 4 FAL: LO3 AS 1, 4, 6, 8, 9 FAL: LO4 AS 1, 4, 6, 7 FAL: LO5 AS1, 3 FAL: LO6 AS1, 7, 8, 9	SS(G): LO3 AS1, 2, 3, 4
9. Story telling	2 weeks	63-69	Understand concepts and language, tell stories, change tense	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, observation, peer assessment, practical exercises	FAL: LO1 AS 1, 4 FAL: LO2 AS 2, 3, 4 FAL: LO3 AS1, 4, 9 FAL: LO5 AS1 FAL: LO6 AS1, 7, 8, 9	LOR: LO2 AS5
10. Our universe	2 weeks	70-76	Understand concepts and language, recognise science as a human endeavour, read sci-fi as a genre, write creatively, use prefixes, suffixes and compound words	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, observation, peer assessment	FAL: LO1 AS1, 4 FAL: LO2 AS1, 2, 3 FAL: LO3 AS 1, 4, 7, 9 FAL: LO4 AS1, 4, 6, 7 FAL: LO5 AS1, 2 FAL: LO6 AS1, 3, 7, 8, 9	NS: LO2 AS1, 3 NS: LO3 AS1
11. I'm the boss	3 weeks	77-84	Understand concepts and vocabulary, identify special qualities and characteristics in people, use pronouns	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, observation, peer assessment, role play, practical exercises	FAL: LO1 AS4 FAL: LO2 AS2, 3 FAL: LO3 AS1, 4, 6, 8, 9 FAL: LO4 AS1, 4, 6, 7 FAL: LO5 AS1, 2 FAL: LO6 AS1, 7, 8, 9	EMS: LO4 AS1 LOR: LO5 AS2
12. Points of view	3 weeks	85-92	Recognise how text is constructed to represent a particular point of view, debate social and ethical issues, consciously adopt a point of view in writing, understand concepts and use language	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, observation, class debate, peer assessment, self assessment	FAL: LO1 AS 2, 3 FAL: LO2 AS 2, 3, 4 FAL: LO3 AS 1, 3, 4, 5, 7, 8, 9 FAL: LO4 AS2, 4, 6, 7 FAL: LO5 AS1, 2, 3 FAL: LO6 AS8, 9	LOR: LO3 AS4, 6

Grade 7

Grade 8							
Unit	Time allocation	TG page reference	Language skills focus	Resources needed	Assessment strategies	Language LOs and ASes	Integration with other Learning Areas
1. Talk as a life skill	3 weeks	1-9	Interview effectively, use tone register and body language, write a report, use modals	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, peer assessment, self assessment, role-plays	FAL: LO1 AS1,4 FAL: LO2 AS2,3,4,5 FAL: LO3 AS1,8,9 FAL: LO4 AS1,6,7 FAL: LO5 AS1,2,3 FAL: LO6 AS6,8,9,10	LOR: LO3 AS2
2. Live and love safely	2 weeks	10-18	Ask and answer complex questions, read texts and write a summary, understand some concepts and vocabulary from other Learning Areas, adopt a point of view in writing, write a diary entry, use the future tense with 'when' clauses	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, peer assessment, self assessment, class debate	FAL: LO1 AS4 FAL: LO2 AS2,3,4 FAL: LO3 AS1,3,4,8,9 FAL: LO4 AS3,6 FAL: LO5 AS1,2,3 FAL: LO6 AS2,8,9,10	LOR: LO1 AS3 NS: LO2 AS4
3. The good and bad of technology	2 weeks	19-27	Ask and answer more complex questions, read information and a poem about inventions, write an essay adopting a point of view, understands some concepts and vocabulary about the impact of technology on our lives and the environment, understand and use the second conditional	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, peer assessment, self assessment	FAL: LO1 AS4 FAL: LO2 AS1,3,4 FAL: LO3 AS1,2,5,9 FAL: LO4 AS1,6,7 FAL: LO5 AS1,2 FAL: LO6 AS1,3,5,7,9	T: LO3 AS2
4. Art and life	2 weeks	28-35	Listen to a poem, read and identify main points in a text, view photographs and use the vocabulary and concepts of photography, write a personal letter in the correct style	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, peer assessment, self assessment	FAL: LO1 AS2 FAL: LO2 AS4 FAL: LO3 AS1,3,4,5,7 FAL: LO4 AS2 FAL: LO5 AS1,3 FAL: LO6 AS9	A&C: LO2 AS4
5. Thinking scientifically	2 weeks	34-46	Read about why something happens, write cohesive, logical arguments, write explanations, use language and concepts to do with logic, experimentation and gravity, use nouns, use determiners	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, peer assessment, self assessment	FAL: LO1 AS2 FAL: LO2 AS3,4 FAL: LO3 AS1,4,8 FAL: LO4 AS1,4,6,7 FAL: LO5 AS1,2,3 FAL: LO6 AS2,4,5,9	NS: LO1 AS3 NS: LO1 AS1
6. Rising prices	3 weeks	47-56	Use language and concepts from the Economics and Management Sciences Learning Area, listen for information and show this information as a diagram, use the past perfect tense, design an advertisement	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, peer assessment, self assessment	FAL: LO1 AS2,3 FAL: LO2 AS5 FAL: LO3 AS1,3,6 FAL: LO4 AS1,2,4,5 FAL: LO5 AS1 FAL: LO6 AS3,4,8,9	EMS: LO1 AS5

Unit	Time allocation	TG page reference	Language skills focus	Resources needed	Assessment strategies	Language LOs and ASes	Integration with other Learning Areas
7. The South African War	2 weeks	57-64	Read a text and infer meaning, write text types required in other Learning Areas, understand some of the concepts and use some of the vocabulary of other Learning Areas, transfer information from one mode to another using mind maps, extend the use of nouns – countable and uncountable nouns	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, peer assessment, self assessment, role-play	FAL: LO1 AS1 FAL: LO2 AS2,3 FAL: LO3 AS1,4,6,9 FAL: LO4 AS1,5,6,7 FAL: LO5 AS1,2,3 FAL: LO6 AS3,4,8,9,10	SS(H): LO2 AS2
8. Need and greed	2 weeks	65-75	Explain a writer's point of view, write about the advantages and disadvantages of certain natural resources, use concepts and vocabulary to do with natural resources, make generalisations, use modals	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, peer assessment, self assessment	FAL: LO1 AS2,3 FAL: LO2 AS6 FAL: LO3 AS1,4,6,9 FAL: LO4 AS1 FAL: LO5 AS1,2,3 FAL: LO6 AS6,8,9	SS(G): LO3 AS1
9. Special relationships	3 weeks	76-82	Tell a story, write about the advantages and disadvantages of symbiosis, understand some of the key concepts and vocabulary associated with mutual relationships between living things, produce visual material to support a text, use emotive nouns and adjectives	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, peer assessment, self assessment	FAL: LO1 AS1 FAL: LO2 AS1,2,3 FAL: LO3 AS1,4,9 FAL: LO4 AS1,6,7 FAL: LO5 AS1,2,3 FAL: LO6 AS4,7	NS: LO2
10. On the move	2 weeks	83-91	Discuss why some things are included in a photograph and other things are not, use words and concepts from the Social Sciences: Geography Learning Area, write a story, use conditional sentences, use the progressive form of verbs	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, peer assessment, self assessment	FAL: LO1 AS1 FAL: LO2 AS1,2,4,6 FAL: LO3 AS1,4,5,6,7,8,9 FAL: LO4 AS4,6 FAL: LO5 AS1 FAL: LO6 AS1,9	SS(G): LO2
11. The scramble for Africa	2 weeks	92-98	Read and view an information text, photograph and a story, recognise point of view in text, write a summary, understand some of the key concepts and vocabulary of colonialism, identify and work with nouns	Teacher's Guide, Learner's Book, Reader	Structured questions, performance-based assessment, peer assessment, self assessment	FAL: LO1 AS4 FAL: LO2 AS2,3,4,5 FAL: LO3 AS1,4,5 FAL: LO4 AS1,6,7 FAL: LO5 AS1,2 FAL: LO6 AS4,8,9	SS(H): LO2 SS(H): LO3

Grade 8

GRADE 9

Notes:

- The mark allocation should be adjusted to meet the requirements of the school.
- The schedule provides a range of opportunities for meeting more than the minimum requirements. See column 5 below.
- The tasks identified for portfolio purposes (column 5) have been selected on the basis of reliability, fair spread of Learning Outcomes and valid assessment tools.

The assessment plan below is based on the following suggested marks:

- 2 tests: $25 \times 2 = 50$
- 1 examination: 70
- 9 more assessment activities: $20 \times 9 = 180$
- Total: 300

Terms	Weeks	Units	Activity, assessor and assessment tool for recording (* = Assessment task for portfolio)	Portfolio assessment tasks (minimum 3 per term)
	1-3	Unit 1	* Activity B: Peer – checklist Activity B and E: teacher – rubric Activity D: Peer – comment Activity D: Teacher – rubric 17 Activity E: Teacher – checklist 8 Activity G: Group – checklist * Activity G: Teacher – checklist 6 Summative: Teacher – questions rating scale 19 Self – rating scale	Task 1 LO2 AS3 (uses features of spoken English to communicate) Activity G Tool: checklist 6
	4-5	Unit 2	*Activity A: Teacher – rubric 18 Activity E: Group – rating scale Activity G: Peer – questions and comment Activity H: Self – rating scale Summative: Teacher – questions rating scale 20 Self – diagnostic questions	Task 2 LO5 AS2.5 (draws conclusions) Activity A. Tool: rubric 18
	6-7	Unit 3	* Activity B: Teacher – rubric 10 Activity E: Peer – questionnaire Activity I: Self – analytical question Activity L: Group – questionnaire Activity M: Teacher – rubric 14 Summative: Teacher – questions rating scale 21 Self: reflective analysis	Task 3 LO5 AS1.1 (key vocabulary) Activity B Tool: rubric 14
	1-2	Unit 4	*Activity A: Teacher – rubric 12 Activity D: Peer – rating scale Activity E: Self – rating scale Activity F: Group – checklist Summative: Teacher – questions rating scale 22 Self – discussion	Task 4 LO3 AS1.2 (infers meaning – non-fiction) Activity A Tool: rubric 12

Terms	Weeks	Units	Activity, assessor and assessment tool for recording (* = Assessment task for portfolio)	Portfolio assessment tasks (minimum 3 per term)
	3-4	Unit 5	Activity B: Peer – rubric Activity C: Group – rating scale Activity E: Teacher – rubric Activity G: Self – rating scale *Activity G: Teacher – rubric 16 Summative: Teacher – questions rating scale 23 Self – rating scale	Task 5 LO3 AS4.2 (creative writing) Activity G Tool: rubric 16
	5-6	Unit 6	Activity D: Peer – questionnaire Activity D: Teacher – rubric 15 or 11 or 18 Activity G: Group – checklist *Activity G: Teacher – checklist 8 Summative: Teacher – questions rating scale 24 Self – rating scale	Task 6 LO4 AS5 (critically analyses media texts) Activity G Tool: checklist 8
	1-2	Unit 7	Activity B: Self – rating scale Activity C: Peer – check and comments *Activity C: Teacher – checklist 7 Activity G: Group – rating scale Activity N: Teacher – rubric 14 Summative: Teacher – questions rating scale 25 Self – reflective questions	Task 7 LO1 AS3.2 (listening for specific information) Activity C Tool: checklist 7
	5-6	Unit 8	Activity A: Self – questionnaire Activity C: Teacher – checklist 7 Activity D: Teacher – rubric 12 Activity E: Group – rating scale Activity G: Peer – rubric 9 Activity I: Teacher – rubric 11 and 14 Summative: Teacher – questions rating scale 26 Self – relative questionnaire	Task 8 LO2 AS6 (formal talk) Activity G Tool: rubric 9
	1-2	Unit 9	Activity B: Self – comparison of summaries *Activity B: Teacher – rubric 13 or 15 Activity G: Peer – comment Activity M: Group – rating scale Activity G: Teacher – rubric 14 Summative: Teacher – questions rating scale 27 Self – summative check	Task 9 LO4 AS1.4 (summary writing) Activity B Tool: rubric 13

Terms	Weeks	Units	Activity, assessor and assessment tool for recording (* = Assessment task for portfolio)	Portfolio assessment tasks (minimum 3 per term)
	3-4	Unit 10	Activity A: Teacher – rubric 14 *Activity B: Teacher – rubric 17 Activity E: Peer – checking Activity G: Group – checklist Activity H: Self – checklist Summative: Teacher – questions rating scale 28 Self – questionnaire	Task 10 LO3 AS2 (understands elements of poetry) Activity B Tool: rubric 17
	5-6	Unit 11	Activity A: Teacher – rubric 10 Activity B: Peer – checklist Activity B: Teacher – rubric 15 Activity C: Teacher – checklist 8 Activity D: Group – evaluation and discussion Activity A,B,C: Teacher – rubric 14 Summative: Teacher – questions rating scale 30 Self – questionnaire	Task 11 LO3 AS1.7 (distinguishes main idea from supporting detail) Activity A (1j) Tool: rubric 10

** Contents of final learner portfolio (minimum requirements for assessment: 3 assessment tasks per term):

- 2 Tests + 2 rating scales
- 1 Examination
- 3 Checklists
- 6 Rubrics
- 12

2.3 Learning Station English Lesson Plan (Senior Phase)

LANGUAGE EXAMPLE	
Learning Area: English Unit: 2 – Live and love safely Duration: 2 weeks	Grade: 8 Date: Weeks 4-5
First Additional Language LOs and Ases: AL: LO1 AS4 AL: LO2 AS2,3,4 AL: LO3 AS1,3,4,8,9 AL: LO4 AS3,6 AL: LO5 AS1,2,3 AL: LO6 AS2,8,9,10	Integration LOs and Ases: LO: LO1 NS: LO2
Looking backward at: Unit 1: Talk as a life skill <ul style="list-style-type: none"> • Interview effectively • Use tone, register and body language • Write a report • Use modals 	Looking forward to: Unit 2: The good and bad of technology <ul style="list-style-type: none"> • Ask and answer more complex questions • Read information and a poem about inventions • Write an essay adopting a point of view • Understand some concepts and vocabulary about the impact of technology on our lives and the environment • Understand and use the second conditional
Content of Unit 2: <ul style="list-style-type: none"> • Ask and answer complex questions • Read texts and write a summary • Understand some concepts and vocabulary from other Learning Areas • Adopt a point of view in writing • Write a diary entry • Use the future tense with 'when' clauses 	
Learning activities and assessment: Activity A: Reading, listening, speaking and viewing Assessment: Shows developing ability to use features of spoken language to communicate (1a). Distinguishes main point from supporting detail (1b). Follows information text (1c). Explains and assesses point of view (1d,e). Asks and answers more complex questions (1f, g, 2). Reads and responds to social texts: identifies purpose, audience and context (2). Activity B: Language structure and use: future tense Assessment: Uses the future tense with 'when' clauses. Activity C: Reading, listening, speaking: a play-script Assessment: Explains and assesses point of view in text (2b-d). Understands some of the concepts from other Learning Areas and uses the vocabulary (2b-f). Responds to social texts: identifies purpose, audience and context ((2e). Asks and answers more complex questions (2f). Activity D: Speaking: role-play Assessment: Takes part in role-plays of different situations Activity E: Listening and speaking: debating social issues Assessment: Brings people into discussion. Interrupts politely. Expresses opinions and supports them with reasons. Expresses agreement and disagreement correctly. Switches language where necessary. Activity F: Writing a diary entry Assessment: Writes for personal reflection: writes a diary	

Activity G: Language structure and use: future tense
Assessment: Uses the future tense with 'when' clauses.
 Activity H: Language structure and use: adjectives
Assessment: Uses features of spoken language to communicate, e.g. pronunciation. Uses a dictionary. Uses some language to talk about language. Expands vocabulary. Demonstrates an understanding of 6 500 words.
 Activity I: Language structure and use: adjectives, adverbs and nouns
Assessment: Uses features of spoken language to communicate, e.g. pronunciation. Uses some language to talk about language. Expands vocabulary.
 Activity J: Reading: summarising information
Assessment: Distinguishes main points from supporting detail. Treats writing as a process: drafts, gets feedback, rewrites. Selects relevant information and takes notes.
 Activity K: Word study
Assessment: Expands vocabulary

Teaching approach:	
Activity, assessor and assessment tool for recording: Activity D: Group: Checklist Activity E: Group: Checklist Activity H: Peer: Checking Activity J: Self: Checklist Activity C or E (assessment task for portfolio): Teacher: Checklist Summative test: Teacher: Questions	Resources: Teacher's Guide Learner's Book Reader
Integration of reading: A. 'Points of view' (Reader page 28) B. 'Hasana's Lover' (Reader page 32)	Teacher reflection: <ul style="list-style-type: none"> • Were the outcomes achieved? • Did the activities strengthen learners' understanding? • Did the learners perform well in assessment?

ENGLISH FIRST ADDITIONAL LANGUAGE EXAMPLE	
Learning Area: Grade: Unit: Date: Duration:	
First Additional Language LOs and Ases:	Integration LOs and Ases:
Looking backward at:	Looking forward to:
Content:	
Learning activities and assessment:	
Teaching approach:	
Activity, assessor and assessment tool for recording:	Resources:
Integration of reading:	Teacher reflection:

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3. EMS

3.1 Learning Station EMS Learning Programme

Grade 7				
	Term 1	Term 2	Term 3	Term 4
LOs and ASes	EMS: LO1 ASI,2,3,4	EMS: LO2 ASI,2,3,4	EMS: LO3 ASI,2,3,4,5	EMS: LO4 ASI,2,3,4,5
Core knowledge and concepts	<ul style="list-style-type: none"> Needs, wants and resources Businesses and production Supply, demand and price Rights and responsibilities 	<ul style="list-style-type: none"> Growth and development The economy under apartheid Correcting past imbalances Savings and investment Productivity 	<ul style="list-style-type: none"> Management and leadership Management of businesses Administration in businesses Business technology Net worth Human resources management 	<ul style="list-style-type: none"> Entrepreneurial qualities and skills Generating business ideas Planning and starting a business Advertising and marketing Running a business
Context	The economic cycle	Sustainable growth and development	Management, consumer and financial skills	Entrepreneurship
Resources	Materials for a collage; newspapers; magazines; cardboard; coloured pens or pencils; materials to make a toy; money cards	Cardboard; coloured pens; old newspaper with job advertisements; newspapers with share prices	Boxes; old newspaper; magazines; materials for a collage; office equipment (sharpeners, staplers, punch, files, etc.)	Materials for a mind map; newspapers and magazines; materials for an advertising poster; matchsticks, bottle tops or other tokens; dice

Grade 8				
	Term 1	Term 2	Term 3	Term 4
LOs and ASes	EMS: LO1 ASI,2,3,4,5	EMS: LO2 ASI,2,3,4	EMS: LO3 ASI,3,4,5,6,7	EMS: LO4 ASI,2,3,4,5
Core knowledge and concepts	<ul style="list-style-type: none"> The cycle of goods and money Money – past and present Enter the world of commerce and trade Inflation – when money loses its value Global economic systems Trade unions 	<ul style="list-style-type: none"> The National Budget The RDP and other government initiatives used to stimulate economic growth and restructure the economy The importance of savings for investments How technology may improve productivity, economic growth and living standards 	<ul style="list-style-type: none"> The language of finance Financial record-keeping Savings and investment Information management Jobs in the workplace Management and leadership 	<ul style="list-style-type: none"> Business promotion Ideas about business The form and shape of your business Starting a business together
Context	The economic cycle and the economic problem	Sustainable growth and development	The business of managing money	Entrepreneurs in business
Resources	Illustration of the economic cycle, broken up into components; newsprint; koki pens; soft card; map of the world; coloured pencils; newspaper articles on trade unions	Newspapers; magazines; dice; coloured chips or small coins; newspaper with share prices	Cash book; bank deposit slips; computer access; access to business people and shops; newspapers; books; magazines	Letter of permission from school; space for large group work

Grade 9				
	Term 1	Term 2	Term 3	Term 4
LOs and ASes	EMS: LO1 <ul style="list-style-type: none"> Explains flows of money, fop's, goods and services in economic cycle Discusses role of foreign sector Illustrates, discusses – influence of d and s on prices Assesses the influence of trade unions Discusses the effect of National Budget on the economy 	EMS: LO2 <ul style="list-style-type: none"> Discusses facilitation of growth, development Investigates, debates the RDP Explains role of savings and investments Discusses productivity 	EMS: LO3 <ul style="list-style-type: none"> Completes a basic income statement and balance sheet Investigates responsibility of businesses Completes cash and credit transactions Uses keyboard skills Analyses financial statements Differentiates between forms of credit purchases, and assesses different means of payment Researches laws affecting basic conditions of employment and non-discrimination in the workplace 	EMS: LO4 <ul style="list-style-type: none"> Do SWOT-analysis to decide on a business idea Develops a business plan Engages in business activity and discusses choice of form of ownership Conducts a marketing campaign Researches the role of small, medium and micro enterprises
Grade 9 Core knowledge and concepts	The economic cycle Foreign trade Supply and demand Trade unions and labour The National Budget	How sustainable growth and development are facilitated Regional and international agreements Successes and shortcomings of the RDP Savings and investments Productivity	Impact of business, the working environment Computer keyboard Financial statements Cash and credit transactions, especially purchases	Business ideas SWOT-analysis Business plan Forms of ownership Marketing and advertising Small, medium and micro enterprises
Context	The economic cycle, and different role players in the economy	Sustainable growth and development	Managing money, people and business	Entrepreneurship, running a business
Resources	A coin and banknote Business section of daily or weekly newspapers Bank brochures If possible: foreign coins and banknotes Articles about trade union activities in SA	Squares, circles and triangles cut out of paper Circles cut out of coloured cardboard Straight pins One envelope per learner Materials to make a poster List of current share prices (available in local newspaper)	A4 sheets of writing paper If possible: computers Coloured pens If possible: three-column cash book paper Multi-column cash book paper A2 cardboard	Five different brands of cooldrink Sheets of paper Pencil crayons Old magazines for poster making

3.2 Learning Station EMS Work Schedules

Grade 7								
Module and Unit	Time allocation	TG page reference	EMS skills focus	Resources needed	Assessment strategies	EMS LOs and ASes	Integration with other Learning Areas	
Grade 7	1. The economic cycle Needs, wants and resources	1 week	26-31	Distinguish between needs and wants, identify the role of resources and goods and services, explain the 'economic problem', discuss the impact of needs and wants in communities	Materials for collage	Structured questions, performance-based assessment, class debate, peer assessment, self assessment	EMS: LO1 AS1, 4	FAL: LO1 AS4 FAL: LO2 AS2 FAL: LO5 AS2 LOR: LO2 AS1 A&C: LO2 AS8 SS(G): LO3 AS1 SS(H): LO1 AS4
	1. The economic cycle Businesses and production	1 week	32-38	Indicate how consumption and production relate to needs, identify activities and industries in the stages of production, explain the importance of the factors of production, distinguish between formal and informal businesses	Newspapers, magazines, cardboard, coloured pens or pencils, materials to make a toy	Performance-based assessment, peer assessment, structured questions, observation, self assessment, projects	EMS: LO1 AS 1, 2	FAL: LO2 AS2 FAL: LO4 AS4 FAL: LO5 AS1, 2, 3 A&C: LO3 AS6
	1. The economic cycle Supply, demand and price	1 week	39-40	Distinguish between free and economic goods, describe supply and demand, indicate how supply and demand affect market price, describe the flow of money and resources and services in the economy	Money cards	Performance-based assessment, structured questions, role-play, self assessment	EMS: LO1 AS3	FAL: LO2 AS2 FAL: LO5 AS1
	1. The economic cycle Rights and responsibilities	1 week	41-49	Describe power relationships, describe rights and responsibilities, discuss the relationship between producers and consumers, discuss the relationship between employers and employees, discuss the relationship between government and businesses	Wrappers, boxes, tins, local newspaper, ingredients for an edible product, examples of warnings on wrappers	Performance-based assessment, structured questions, peer assessment, self assessment, observation	EMS: LO1 AS4	M: LO5 AS5 NS: LO1 AS2, 3 LOR: LO3 AS4 FAL: LO2 AS2 FAL: LO3 AS6 FAL: LO4 AS2 FAL: LO5 AS3 T: LO1 AS1 I
	2. Sustainable growth and development Growth and development	1 week	54-55	Draw a timeline of personal growth, look at the need for sustainable growth and development in South Africa, identify factors that affect economic growth	Coloured pens	Performance-based assessment, peer assessment, self assessment	EMS: LO2 AS1	SS(H): LO2 AS1 T: LO3 AS2

Module and Unit	Time allocation	TG page reference	EMS skills focus	Resources needed	Assessment strategies	EMS LOs and ASes	Integration with other Learning Areas
2. Sustainable growth and development The economy under apartheid	1 week	56-58	Discuss the imbalances in land allocation under apartheid, describe labour inequalities arising from apartheid, identify inequalities in service delivery and ownership and wealth, discuss gender stereotyping and its effects	Old newspaper	Performance-based assessment, structured questions, peer assessment	EMS: LO2 AS1	A&C: LO1 AS5 SS(H): LO1 AS4 FAL: LO3 AS6 FAL: LO5 AS3
2. Sustainable growth and development Correcting past imbalances	1 week	59-62	Discuss the RDP and its achievements, discuss GEAR, debate affirmative action, identify needs the government needs to address		Performance-based assessment, observation, class debate	EMS: LO2 AS2	FAL: LO2 AS2, 4 FAL: LO3 AS6 FAL: LO5 AS3 A&C: LO1 AS10
2. Sustainable growth and development Savings and investment	1 week	63-65	Explain why savings and investments are important for economic growth, distinguish between saving and investments, give examples of saving and investments, simulate an investment on the stock market	Newspapers with share prices	Performance-based assessment, structured questions, self assessment	EMS: LO2 AS1, 2, 3	M: LO1 AS6 M: LO5 AS8 FAL: LO3 AS6
2. Sustainable growth and development Productivity	1 week	66-67	Explain what productivity is, explain how productivity relates to economic growth, identify factors that increase productivity, indicate how new businesses contribute to productivity		Performance-based assessment, structured questions, peer assessment, self assessment	EMS: LO2 AS1, 4	FAL: LO3 AS6
3. Management, consumer and financial skills Management and leadership	1 week	71-75	Explain the relationship between leadership and management, compare styles and approaches to management, explore own planning and management skills	Box	Performance-based assessment, structured questions, peer assessment, self assessment, observation	EMS: LO3 AS2	FAL: LO1 AS4 FAL: LO3 AS6 FAL: LO5 AS2 LOR: LO5 AS1, 5
3. Management, consumer and financial skills Management of businesses	1 week	76-78	Discuss the general management function, distinguish between line functions and support functions, identify management tasks, apply management tasks	Old newspapers, magazines, materials for a collage	Performance-based assessment, structured questions, observation	EMS: LO3 AS1, 2	FAL: LO5 AS2, 3
3. Management, consumer and financial skills Administration in businesses	1 week	79-80	Discuss administration as a management function, name administrative activities, demonstrate performance of simple office tasks	Office equipment	Performance-based assessment, structured questions, observation	EMS: LO3 AS2, 4	T: LO3 AS2 FAL: LO2 AS2

Grade 7

Module and Unit	Time allocation	TG page reference	EMS skills focus	Resources needed	Assessment strategies	EMS LOs and ASes	Integration with other Learning Areas
3. Management, consumer and financial skills Business technology	1 week	81	Discuss the value of ATMs and cell phones, explain the benefits of computers, identify business advantages of the Internet		Performance-based assessment	EMS: LO3 AS3	FAL: LO5 AS1
3. Management, consumer and financial skills Net worth	1 week	82-83	Distinguish between assets and liabilities, draw up a statement of net worth using personal records		Performance-based assessment	EMS: LO3 AS4	M: LO5 AS5
3. Management, consumer and financial skills Human resources management	1 week	84-85	List human resources tasks, distinguish between disciplinary action and grievances, explain the function of labour relations		Performance-based assessment, structured questions, observation, projects	EMS: LO3 AS5	FAL: LO5 AS1
4. Entrepreneurship Entrepreneurial qualities and skills	2 weeks	89-90	Describe the work of an entrepreneur, calculate profit and loss, distinguish entrepreneurs from owners and managers, discuss the qualities and skills of successful entrepreneurs		Performance-based assessment, structured questions, observation	EMS: LO4 AS1	FAL: LO3 AS6 FAL: LO5 AS3
4. Entrepreneurship Generating business ideas	2 weeks	91-92	Discuss methods of generating business ideas, use idea generation techniques, recognise business opportunities as a continuous attitude, propose ideas	Materials for a mind map	Performance-based assessment, observation	EMS: LO4 AS1, 2, 4	FAL: LO5 AS3
4. Entrepreneurship Planning and starting a business	1 week	93-95	Do market research, draw up a business plan, describe the purpose and content of a business plan, compile a data bank of community resources		Performance-based assessment, peer assessment, self assessment, observation	EMS: LO4 AS3, 4	FAL: LO5 AS3 LOR: LO5 AS5
4. Entrepreneurship Advertising and marketing	1 week	96-98	Distinguish between advertising and marketing, analyse advertisements, write a story about a business, produce an advertising poster	Newspapers, magazines, materials for poster	Performance-based assessment, structured questions, peer assessment	EMS: LO4 AS 2, 5	FAL: LO4 AS1, 5 FAL: LO5 AS3
4. Entrepreneurship Running a business	1 week	99-107	Describe features of operating a business, simulate running a competitive business, sell at a business event, evaluate the performance of own business	Tokens, dice	Performance-based assessment, structured questions, observation	EMS: LO4 AS1, 4	M: LO5 AS5 LOR: LO5 AS5

Grade 7

Grade 8							
Module and Unit	Time allocation	TG page reference	EMS skills focus	Resources needed	Assessment strategies	EMS LOs and ASes	Integration with other Learning Areas
1. The economic problem and the economic cycle The cycle of goods and money	1 week	20-21	The economic cycle	Illustration of the economic cycle	Rubric, written answers	EMS: LO1 AS1	FAL: LO3
2. The economic problem and the economic cycle Money – past and present	1 week	22-24	The history of money and its role in societies, bartering	Illustration of the economic cycle, large sheets of newsprint	Rubrics, written answers, report-back	EMS: LO1 AS1	FAL: LO2 A&C: LO1 M: LO1
3. The economic problem and the economic cycle Enter the world of commerce and trade	1 week	25-29	Trade and commerce, buying imported versus local products (<i>Proudly South African</i> products), the economic cycle, interest rates	Large sheets of newsprint, soft cardboard, a map of the world	Rubrics, graphic documentation, oral presentation, checklist, written paragraph, written answers	EMS: LO1 AS2	NS: LO3 FAL: LO3 M: LO5
4. The economic problem and the economic cycle Inflation – when money loses its value	1 week	30-34	Inflation, the history of inflation, South Africa's inflation rate, reasons for changes in inflation rates		Oral report-back, written answers, rubric	EMS: LO1 AS5	LOR: LO3 FAL: LO3 M: LO1
5. The economic problem and the economic cycle Global economic systems	1 week	35-39	Different economic systems, capitalism and socialism, people who live in capitalist and socialist countries, South Africa's economic system, people's working environments, how the South African economy compares to the rest of the world	Large sheets of paper, soft cardboard	Group discussion, feedback, rubrics, role-play, oral presentation, checklist, written task	EMS: LO1 AS3	FAL: LO2, LO3 A&C: LO2 SS(G): LO1 LOR: LO3
6. The economic problem and the economic cycle Trade unions	1 week	40-41	The trade union NUMSA, trade union activity	Articles on trade unions from newspapers	Written answers, discussion, rubric, group presentation	EMS: LO1 AS4	FAL: LO3 LOR: LO3
2. Sustainable growth and development The National Budget	2 weeks	46-53	The budgets of two South African families, the South African Government's income, the National budget, GDP and economic growth, different economic growth rates, economic inequalities during apartheid, the National Budget's aims	Articles relating to the National Budget from newspapers	Feedback, rubrics, written observations, written answers, brainstorm, research, presentations, discussion, debate, collage	EMS: LO2 AS1	M: LO1, 5 FAL: LO3, 4, 5, 6 LOR: LO1, 2, 3 SS(H): LO1 A&C: LO1

Module and Unit	Time allocation	TG page reference	EMS skills focus	Resources needed	Assessment strategies	EMS LOs and ASes	Integration with other Learning Areas
2. Sustainable growth and development The RDP and other government initiatives used to stimulate economic growth and restructure the economy	1 week	54-58	First-hand experiences of the RDP, possible obstacles for economic growth in South Africa, the RDP's shortcomings and successes, assisting with development programs	A local councillor	Written answers, oral feedback, rubrics, pair discussion, individual research, presentation of written reports, group project	EMS: LO2 AS1, 2	SS(H): LO1, 2, 3 LOR: LO1, 3 FAL: LO2, 3, 4, 5 T: LO1
2. Sustainable growth and development The importance of savings for investments	1 week	59-61	Savings and investments, case studies about investments		Group feedback, board game, rubric, written answers	EMS: LO2 AS3	M: LO1 FAL: LO3, 4, 5 LOR: LO3
2. Sustainable growth and development How technology may improve productivity, economic growth and living standards	1 week	62-65	Different technologies, how the South African government and businesses use technology to increase productivity and economic growth, the effects of technology in the context of the global village and NEPAD's efforts to extend Africa's involvement		Rubrics, investigation, written report, oral report-back	EMS: LO2 AS4	SS(H): LO1, 2, 3 FAL: LO2, 3, 4, 5, 6 T: LO1, 2, 3 NS: LO2, 3 LOR: LO3, 5 A&C: LO1, 3
3. The business of managing money The language of finance	1 week	70	A wealth statement, the accounting equation	Accounting paper, cash book	Rubrics, written wealth statement, written answers	EMS: LO3 AS5, 6	M: LO1
3. The business of managing money Financial record-keeping	2 weeks	71-80	Analysing transactions, opening a bank account, depositing money into a bank account (bank deposit slips), cheque payments, receipts, recording cash transactions into the receipts side and payments side of the statement of receipts and payments, bookkeeping skills, bookkeeping concepts	A visit to a bank, bank deposit slips, cash book	Comparing and listening to answers, checklist, written report-back, oral report-back, rubrics, oral feedback, written answers, written completion of cheques, written receipts, class discussion, written recording of transactions	EMS: LO3 AS1, 3, 6	T: LO1 A&C: LO3 FAL: LO4, 5
3. The business of managing money Savings and investments	1 week	81-84	Savings, investments		Rubrics, role-play, oral presentation, verbal feedback, written answers	EMS: LO3 AS6	A&C: LO3 FAL: LO2, 3
Unit 14: Information management	1 week	85-86	Files and documents, areas in businesses and organisations that are affected by information managed by technology	Access to a computer (if possible); access to business people, shops, newspapers, books	Grid, project, oral feedback	EMS: LO3 AS4	FAL: LO5 T: LO1

Grade 8

	Module and Unit	Time allocation	TG page reference	EMS skills focus	Resources needed	Assessment strategies	EMS LOs and ASes	Integration with other Learning Areas
Grade 8	3. The business of managing money Jobs in the workplace	1 week	87-90	Level and remuneration of jobs, different categories of employees that businesses look for in various industries, careers and training, employees' rights and responsibilities	Classified section of the newspaper, magazines	Written answers, verbal explanation, rubric, written lists, oral feedback	EMS: LO3 AS7	FAL: LO2 LOR: LO2
	3. The business of managing money Management and leadership	1 week	91-92	Good management, different focuses of management, motivation options, motivation case study		Presentation of ideas to class, verbal feedback	EMS: LO3 AS3, 7	FAL: LO1, 4, 5 LOR: LO2 A&C: LO3 T: LO1
	4. Entrepreneurs in business Business promotion	1 week	96-97	Organisations that promote business	Spokesperson from organisation that promotes entrepreneurship, a letter of permission drafted by the school that learners can present to financial institutions being visited, access to Internet (if possible)	Rubric, written information statement	EMS: LO4 AS1	T: LO1
	4. Entrepreneurs in business Ideas about business	1 week	98-100	Franchises, business ideas, various kinds of businesses, forms of ownership	Local businesses that can be used as examples	Checklist, written ideas, written answers, rubrics, verbal feedback	EMS: LO4 AS 1, 2, 3	T: LO1 FAL: LO5
	4. Entrepreneurs in business The form and shape of your business	1 week	101-104	Cost and sales and profit, writing a business plan, practical issues about managing a business		Rubrics, written calculations, written business plan	EMS: LO4 AS4	M: LO1 T: LO1
	4. Entrepreneurs in business Starting a business together	1 week	105-107	Starting and managing a business, how to be an entrepreneur	Space for learners to work in large groups (e.g. school hall)	Observation, discussion, rubrics, written business plan	EMS: LO4 AS5	FAL: LO1 T: LO1 A&C: LO2

GRADE 9

Unit	Time allocation	TG page reference	Resources needed	Assessment strategies	Economic and Management Sciences LOs and ASes	Integration with other Learning Areas
Module 1: The economic cycle						
1. How goods, services and money move around the economic cycle	2 weeks	17 – 25	Illustration of the economic cycle, writing paper, A2 cardboard, coin and banknotes, business sections of daily or weekly newspapers, bank brochures	Rubric, written answers, poster, mindmap, rubric, poster	LO1 AS1	HL: LO1 AS1; LO3 AS2; LO5 AS1, 3; A&C: LO1 AS14, 17
2. Trade with foreign countries	1. 5 weeks	25 – 30	Foreign notes or coins, old newspapers, current newspapers, A6-sized paper	Rubric, written answers, role-play	LO1 AS2	HL: LO2 AS4; LO3 AS2, 8; LO5 AS1 M: LO5 AS3 SS (G): LO2 AS3
3. The forces of supply and demand	1. 5 weeks	30 – 33	Graph paper	Rubric, graphs, written answers, graphs	LO1 AS2, 3	M: LO2 AS6; LO3 AS7 HL: LO5 AS1
4. Trade unions and labour in the economic cycle	1. 5 weeks	33 – 37	Articles about trade union activities in SA	Written answers, rubric	LO1 AS4	HL: LO3 AS2; LO5 AS1 LOR: LO5 AS4
5. The National Budget	1. 5 weeks	37 – 40		Written answers, assignment, rubric, oral presentation, written work and answers	LO1 AS5	HL: LO3 AS2; LO5 AS1
Module 2: Sustainable growth and development						
6. Facilitating sustainable growth and development	1. 5 weeks	42 – 50	Pen and paper or exercise books, squares, circles and triangles cut from paper, straight pins, circles cut out from coloured cardboard, one envelope per learner	Observation, written answers, oral feedback, debate, game, observation	LO2 AS1 LO1 AS1	M: LO1 AS3; LO5 AS1 HL: LO2 AS4; LO3 AS8; LO5 AS1 SS (H): LO1 AS3 SS (G): LO2 AS3 LOR: LO1 AS5; LO3 AS3; LO4 AS4
7. Regional and international agreements	2 weeks	50 – 53	Pencils, pens, writing paper, materials to make posters	Written answers, checklist, discussion, written answers, poster, rubric, written answers	LO2 AS1 LO1 AS2	LOR: LO3 AS6 HL: LO3 AS4, 10; LO4 AS2 SS (G): LO1 AS3, 4; LO3 AS4 T: LO1 AS1
8. The RDP: Its successes and shortcomings	1. 5 weeks	53 – 56		Debate, checklists, written answers, discussion	LO2 AS2	T: LO1 AS1 SS (G): LO1 AS1; LO3 AS4 SS (H): LO1 AS3 HL: LO2 AS4; LO3 AS8 LOR: LO5 AS3, 4
9. Savings and investment	1 week	56 – 58	Local newspapers, business periodicals or magazines, list of current share prices (in current newspaper)	Discussion, written answers, checklist	LO2 AS3	T: LO1 AS1 HL: LO2 AS4, LO3 AS4, LO5 AS1 SS (H): LO1 AS3
10. Productivity	1 week	58 – 60	Pen and paper, interview questionnaire	Interview, written answers, questionnaire	LO2 AS4	T: LO1 AS1 HL: LO3 AS4 SS (H): LO1 AS3; LO2 AS4 LOR: LO5 AS3

Unit	Time allocation	TG page reference	Resources needed	Assessment strategies	Economic and Management Sciences LOs and ASes	Integration with other Learning Areas
Module 3: Managing money, people and business						
11. Business and its impact on the environment	1.5 weeks	62 – 67		Role-play, written answers, discussion, written answers	LO3 AS2	HL: LO2 AS4; LO3 AS8; LO5 AS4 SS (G): LO1 AS1; LO3 AS4 LOR: LO1 AS2; LO3 AS6 NS: LO3 AS2
12. The working environment	2.5 weeks	68 – 71	A4 sheets of writing paper	Discussion, presentation, interview questionnaire, written work, written answers, role-play, checklist	LO3 AS5, 7	M: LO5 AS2 LOR: LO2 AS1, 3; LO3 AS6; LO5 AS3, 4 AL: LO5 AS3 HL: LO2 AS4; LO5 AS1, 4
13. Computer keyboard skills	1 week	72	Preferably computers, A4 paper, coloured pens/pencils	Flow chart	LO3 AS4	
14. Recording financial statements	1 week	72 – 75	Exercise books or three-column cash book paper	Income statements, balance sheets	LO3 AS1	
15. Analyse financial statements	half a week	76		Written answers, analysis	LO3 AS5	
16. Cash and credit transactions	5.5 weeks	77 – 98	Multi-column cash book paper	CRJ, CPJ, double entry principle, written answers, general ledger, written answers, cash journals, general ledger, trial balance, written answers, invoices, Debtor's journal, Creditor's journal	LO3 AS3	
17. Forms of cash and credit	2 weeks	98 – 99	A2 cardboard for each group	Poster, presentation, written letter, written answers	LO3 AS6	A&C: LO1 AS14 AL: LO3 AS4; LO4 AS2 HL: LO4 AS2
Module 4: Entrepreneurs in business						
18. Strengths, weaknesses, threats and opportunities for a business	1 week	103 – 108		Written answers, rubric, oral feedback	LO4 AS1	HL: LO3 AS1, 8; LO5 AS1
19. Your business plan	Half a week	108 – 109		Presentation, business plan, rubric	LO4 AS2	T: LO1 AS2 HL: LO2 AS4
20. Forms of ownership	1.5 weeks	109 – 113		Written answers, rubric, oral feedback	LO4 AS3	AL: LO3 AS4 HL: LO2 AS4
21. Marketing and advertising	5 weeks	113 – 122	Five different brands of cooldrink, sheets of paper, pencil crayons, glue, old magazines for making posters	Discussion, written work, presentation, advertisement design, discussion, poster	LO4 AS4	AL: LO3 AS5 A&C: LO1 AS7, 15; LO2 AS2; LO3 AS5; LO4 AS5
22. Small, medium and micro enterprises	1 week	122 – 123		Discussion, presentation, written answers	LO4 AS5	HL: LO3 AS1 A&C: LO1 AS7, 15; LO3 AS5

3.3 Learning Station EMS Lesson Plan (Senior Phase)

EMS EXAMPLE	
<p>Learning Area: Economic and Management Sciences Module and unit: Module 1, Unit 3 Grade: 8 Date: Week 5 Duration: 1 Week</p>	
<p>EMS LO and AS: EMS LO1: AS2</p>	<p>Integration LO and AS: NS: LO3 AL: LO3 M: LO5</p>
<p>Looking backward at: Unit 2: Money – past and present: The history of money and its role in societies; bartering</p>	<p>Looking forward to: Unit 4: Inflation – when money loses its value: Inflation; the history of inflation; South Africa's inflation rate; reasons for changes in inflation rates</p>
<p>Core knowledge: Activity 5: Let us see how much trade and commerce are a part of your life: The global market; trading with other countries Activity 6: Is local really 'lekker'?: Buying imported versus local products (<i>Proudly South African</i> products) Activity 7: Let us fill the gaps: The role of banks in the economic cycle Activity 8: Let us investigate interest rates: Interest rates for short-term loans, mortgage loans; credit cards; overdraft on a current account; short-term savings; fixed deposits; 32-day notice deposits; how banks make their money Context: The economic cycle</p>	
<p>Learning activities and assessment:</p> <ul style="list-style-type: none"> Find, record, analyse and present information about South Africa and foreign trade. Convert findings into a graph or table for presentation purposes. Discuss buying imported products versus local products. Write a paragraph describing the opportunity costs of buying imported music CDs as opposed to buying locally manufactured CDs. 	<ul style="list-style-type: none"> Discuss why the Proudly South African logo has been promoted in South Africa. Find information from a flow diagram about the role of banks in South Africa to complete sentences (learners must understand the terminology used). Research interest rates and loans in newspapers, bank brochures, and on the Internet. Present findings in a table.
<p>Forms of assessment:</p> <ul style="list-style-type: none"> Rubrics Graphic documentation of findings Oral presentation Checklist Written paragraph Written answers Oral presentation of research results 	<p>Resources:</p> <ul style="list-style-type: none"> A map of the world Learners' Books Flow diagram Newspapers Bank brochures The Internet Business news on TV Business news on radio
<p>Expanded opportunities:</p> <ul style="list-style-type: none"> Research work on how the exchange rate fluctuates 	<p>Teacher reflection:</p> <ul style="list-style-type: none"> Were the outcomes met? Did the activities strengthen learners' understanding? Did the learners perform well in assessment? What did the teacher do to support the learners?

EMS	
Learning Area: Grade: Date: Duration:	
EMS LO and AS:	Integration LO and AS:
Looking backward at:	Looking forward to:
Core knowledge: Content/context:	
Learning activities and assessment:	
Forms of assessment:	Resources:
Expanded opportunities:	Teacher reflection:

You may photocopy this example

4. Social Sciences

4.1 Learning Station Social Sciences Learning Programme

Grade 7				
	Term 1	Term 2	Term 3	Term 4
LOs and ASes	SS (G): LO1 AS1,2,5,6 SS (G): LO2 AS1,2,3	SS (G): LO1 AS2,3,5,6 SS (G): LO3 AS1 SS (H): LO1 AS2,3,4,5 SS (H): LO2 AS1,2,3 SS (H): LO3 AS1,3,4,5	SS (G): LO1 AS1,2,4,5,6 SS (G): LO2 AS1 SS (G): LO3 AS1,2,3,4 SS (H): LO1 AS1,2,3,4,5 SS (H): LO2 AS2,3 SS (H): LO3 AS1,3,4,5	SS (G): LO1 AS5 SS (G): LO3 AS1 SS (H): LO1 AS1,2,3,4,5 SS (H): LO2 AS,2,3 SS (H): LO3 AS1,2,3,4,5
Core knowledge and concepts	<ul style="list-style-type: none"> • Correct use of maps • Map characteristics • Map symbols • Natural disasters (volcanoes / earthquakes / tropical cyclones / drought / floods) 	<ul style="list-style-type: none"> • Measuring distances • Using scale on maps • Origin of humans (the missing link and Africa) • Early human discoveries (tools / fire / shelters / art) • The American Revolution • Democracy and colonialism • Independence • American Constitution 	<ul style="list-style-type: none"> • Visual representation of reality (photographs / sketches / airphotos / orthophoto maps) • Population growth (fertility / mortality / age groups / health issues / migration) • Early trading systems (Europe and Africa) 	<ul style="list-style-type: none"> • European trading systems in the Cape • Slavery from 16th to 19th Centuries • Dutch settlement in the Cape • Slavery in the Cape • Frontier wars in the Cape • The 1820 British settlers • The Great Trek • Native Americans and European settlers in America • Western expansion in America and conflict.
Context	The impact of natural disasters on the environment and on people	Evolution; reasons, impact and consequences of colonialism	Visual literacy; world population today; origin and the effects of trade on world history	Trade between Europe, America and Africa; migration, settlement and conflict
Resources	Atlas; political map of the world; globe; contour maps; topographical maps; newspaper and magazine articles about natural disaster; reference works on volcanoes, drought, famine and aid	30 cm rulers and measuring tape; 1 meter string; globe; map of local area; map of the world; atlas; calculators; pictures of apes, early humans and modern humans; glue; if possible: photocopier and video player; scale; examples of modern tools	Photographs; airphotos; orthophoto map of local area; protractor; photos of rural and urban life; map of the world; map of Southern Africa; map of Europe	Map of the world; copies of the South African Bill of Rights; examples of letters written to newspapers; map of Southern Africa showing national and provincial borders and neighbouring countries; physical map of South Africa; additional sources on the frontier wars; examples of political cartoons from newspapers; pictures of Voortrekkers and the Voortrekker Monument; sources on the 1857 cattle killings; map of the world; map of the United States of America; sources on Thanksgiving; sources on Cowboys

Grade 8				
	Term 1	Term 2	Term 3	Term 4
LOs and ASes	SS (H): LO1 ASI, 2, 3, 4, 5 SS (H): LO2 ASI, 2, 3 SS (H): LO3 ASI, 2, 3, 5, 6, 7 SS (G): LO2 ASI, 3 SS (G): LO3 ASI, 3	SS (H): LO1 ASI, 2, 3, 4, 5 SS (H): LO2 ASI, 2, 3 SS (H): LO3 ASI, 2, 3, 5, 6, 7 SS (G): LO1 AS2, 7	SS (H): LO1 ASI SS (G): LO1 ASI, 2, 3, 4, 6, 7 SS (G): LO2 ASI, 2 SS (G): LO3 ASI, 2, 3, 4	SS (G): LO1 ASI, 2, 3, 4, 5, 6, 7 SS (G): LO2 ASI, 2, 3 SS (H): LO1 ASI, 2, 3 SS (H): LO2 ASI, 3
Core knowledge and concepts	<ul style="list-style-type: none"> The French Revolution Industrialisation The growth of urban areas, social problems and political rights Industrialisation in South Africa 	<ul style="list-style-type: none"> Colonialism and exploitation of resources Reaction to colonialism Resistance against British control The South African War Blacks and the South African War World War I: reasons and impact 	<ul style="list-style-type: none"> The use of natural resources Conservation and protection of resources Sustainable development Maps and settlements: finding spatial information; images; 	<ul style="list-style-type: none"> Settling in towns and cities; relief maps; rural settlement; Apartheid and settlement Infrastructure: transport; transport structures; trade; South Africa and the world (economy/ living standards/ poverty / services) Women, labour and equality
Context	A changing world and South Africa seen within the change	Europe and Africa – co-operation and conflict; World War I	Use and abuse of natural resources; sustainability; South Africa's role	Maps; South African settlement and how it was, and still is, affected by politics, physical and economic factors; equality in South Africa
Resources	Writing paper and pens; poster showing French hierarchical structure; primary and secondary sources on the French Revolution; colour copy of J.L. David's <i>The Tennis Court Oath</i> ; newspaper; different historical interpretations of the French Revolution; ruler; examples of engravings; illustrations and pamphlets of modern inventions; information on biodiversity; <i>People's Plants</i> by Van Wyk and Gericke; information on the workers' unions; words to the song <i>Another Blanket</i> ; map of South Africa; library and Internet if possible	Map of Africa showing old country names; modern map of Africa; world map; if possible: Basotho artifacts, illustrations, posters; sources of leaders who lived during Moshoeshoe's lifetime; <i>Reader's Digest Illustrated History of South Africa</i> ; information on Johannesburg during 1899, the Jameson Raid; if possible: Deneys Reitz's <i>Commando</i> and Thomas Pakenham's <i>The Boer War</i> ; map of South Africa; Internet access if possible; examples of old photographs; map of Europe in 1914; sources on World War I; information and photos on trench warfare	Sources to illustrate processes of use of natural resources and environmentally friendly and destructive processes; pen and paper; dictionaries; newspapers; coloured marker pens; crayons; glue; magazines; photographs; pamphlets about use and waste of water; terrarium: large bottle, soil, water, plants; articles about water shortages; information about local recycling; video about sustainable development and video machine; articles about the fight against poverty; maps: local maps with different scales, national and provincial maps, roadmaps, street guides, local aerial photographs, colour maps, atlas; colourful posters, advertisements, etc; <i>Grade 7 Learning Station Social Sciences Learner's Book</i> ; overhead projector; examples of manipulated images; aerial photos showing side views	Jobs section of a newspaper; wall chart of South Africa or your province; atlas; picture of cities; magnifying glass; local map – 1:50 000; topographical map; orthographical map – 1:10 000; street guides; atlas: with relief maps, climate maps and population density; three dimensional model; video about transport through the ages; if possible: invite a local representative of the transport industry to give a talk in the class; invite an engineer to talk about building bridges, roads; information about the history of trade and travel; map showing roads and railways in South Africa, shipping routes between South Africa and the world; map showing harbours in South Africa; information about the Coega project; information about distribution and redistribution; sources on Gross National Product and Gross Domestic Product; if possible: information on developing countries and the United Nation's programs in those countries (from Internet); if possible: invite someone to speak about economic development; invite a representative of local government to speak about service delivery; government pamphlets about service delivery; articles on women in business

Grade 9

	Term 1	Term 2	Term 3	Term 4
Grade 9	<p>LOs and ASes</p> <p>SS(H): LO1</p> <ul style="list-style-type: none"> Asks significant questions – works with sources. Analyses the information in the sources. Presents an independent line of argument in answering questions posed, and justifies. Communicates knowledge and understanding by constructing own interpretation and argument. Uses information technology <p>SS(H): LO2</p> <ul style="list-style-type: none"> Places events, people and changes in the periods within a chronological framework. Identifies cause and effect Explains and analyses cause and effect. Recognises that change and development does not always mean progress. <p>SS(H): LO3</p> <ul style="list-style-type: none"> Understands the contested nature of content. Constructs and defends an interpretation based on sources. Analyses influences on interpretation. Explains use of symbols and oral histories. <p>SS(G): LO1</p> <ul style="list-style-type: none"> Interprets maps and atlas information, graphical and statistical sources <p>Communicates the answer</p>	<p>SS(H): LO1</p> <ul style="list-style-type: none"> Investigates a topic by asking key questions and identifies a variety of relevant sources. Asks significant questions – works with sources. Analyses the information in the sources. Presents and justifies an independent line of argument in answering questions. Communicates knowledge and understanding by constructing own interpretation and argument. Uses information technology. <p>SS(H): LO2</p> <ul style="list-style-type: none"> Places events, people and changes in the periods of history within a chronological framework. Identifies categories of causes and effects. Explains and analyses cause and effect. Recognises that change and development does not always mean progress. <p>SS(H): LO3</p> <ul style="list-style-type: none"> Understands the contested nature of content. Constructs and defends an interpretation based on sources. Analyses influences on interpretation. 	<p>SS(H): LO1</p> <ul style="list-style-type: none"> Investigates a topic by asking key questions and identifies a variety of relevant sources. Presents and justifies an independent line of argument in answering questions. Communicates knowledge and understanding by constructing own interpretation and argument <p>SS(H): LO2</p> <ul style="list-style-type: none"> Explains and analyses cause and effect. Recognises that change and development does not always mean progress. <p>SS(H): LO3</p> <ul style="list-style-type: none"> Constructs and defends an interpretation based on sources. <p>SS(G): LO1</p> <ul style="list-style-type: none"> Conducts independent enquiries. Asks significant questions to evaluate sources. Analyses and reaches conclusions about information from sources. Correlates information from various sources. Observes and records information in the field. Uses the Assessment Standards above to justify the answer, decision or solution. Reports on the knowledge gained in the enquiry. <p>SS(G): LO2</p> <ul style="list-style-type: none"> Provides a reasoned explanation of some approaches to development. Identifies ways in which science and technology have contributed positively and negatively to development. 	<p>SS(H): LO1</p> <ul style="list-style-type: none"> Analyses the information in the sources <p>SS(H): LO2</p> <ul style="list-style-type: none"> Identifies categories of cause and effect. Explains and analyses cause and effect. Recognises that change and development does not always mean progress. <p>SS(H): LO3</p> <ul style="list-style-type: none"> Constructs and defends an interpretation based on sources. <p>SS(G): LO1</p> <ul style="list-style-type: none"> Carries out independent enquiries. Analyses and reaches conclusions about information from sources. Correlates information from various sources. Observes and records information in the field. Reports on the knowledge gained. <p>SS(G): LO2</p> <ul style="list-style-type: none"> Provides a reasoned explanation of some approaches to development. Identifies ways in which science and technology have contributed positively and negatively to development. Explains how sustainable development could impact positively. <p>SS(G): LO3</p> <ul style="list-style-type: none"> Identifies social and environmental conflicts in South Africa. Identifies factors affecting selected social and environmental disputes. Analyses the causes of disputes or conflicts.

	Term 1	Term 2	Term 3	Term 4
			<ul style="list-style-type: none"> Explains how sustainable development could impact positively on people, places and environments. SS(G): LO3 <ul style="list-style-type: none"> Identifies social and environmental conflicts in South Africa and compares with other contexts. Identifies factors affecting selected social and environmental disputes. Analyses the causes of disputes or conflicts. Makes informed decisions about various solutions to social and environmental conflicts. 	<ul style="list-style-type: none"> Makes informed decisions about various solutions to social and environmental conflicts.
Core knowledge and concepts	<p>The rise of Hitler in Germany between the wars</p> <p>The power of propaganda</p> <p>The Holocaust</p> <p>Genocide in the twentieth century</p> <p>The end of World War II</p> <p>The United Nations and the Charter of Human Rights</p> <p>The civil rights movement in the USA</p> <p>Colonisation and independence struggles in Africa</p>	<p>The atomic bomb drops on Hiroshima and Nagasaki</p> <p>The Cold War</p> <p>Soviet Russia</p> <p>The arms race</p> <p>Berlin Wall</p> <p>Cuban Missile Crisis</p> <p>Vietnam War</p> <p>The space race</p> <p>The fall of communism</p> <p>The collapse of apartheid</p> <p>The rise of apartheid</p>	<p>Truth and reconciliation in South Africa</p> <p>The Nuremberg Trials</p> <p>Genocide in the former Yugoslavia and in Rwanda</p> <p>Globalisation</p> <p>The African economy</p> <p>NEPAD</p> <p>Satellite technology and mapping</p> <p>Local issues and conflicts</p> <p>Mapping skills</p> <p>Housing</p> <p>Conflict in the Sudan</p> <p>Land degradation</p>	<p>Environmental conferences</p> <p>The Agenda 21 action plan for environmental conservation</p> <p>Poverty</p> <p>Greenhouse gases</p> <p>Local Agenda 21</p> <p>Cape Town-Aachen local Agenda 21 partnership</p> <p>Fair trade</p> <p>Artificial groundwater recharge</p> <p>Green electricity</p> <p>Green events, like the ICLEI</p> <p>Indigenous knowledge</p> <p>Development</p> <p>Global inequality gap</p> <p>World hunger and GM foods</p>
Context	<p>Germany between the wars and the rise of Nazism</p> <p>Anti-Semitism and racial prejudice</p> <p>Genocide in the twentieth century</p> <p>Human rights</p> <p>Crimes against humanity</p> <p>Colonisation and independence struggles</p>	<p>The atomic age</p> <p>Capitalism and communism</p> <p>The arms race and disarmament</p> <p>South Africa and nuclear weapons</p> <p>The fall of communism and apartheid</p> <p>Segregation and racism</p>	<p>Truth and reconciliation</p> <p>Xenophobia and genocide</p> <p>Globalisation</p> <p>Social responsibility</p> <p>Land rights</p> <p>Land degradation</p> <p>Xenophobia and access to jobs</p> <p>Water rights</p>	<p>Environmental conservation</p> <p>Poverty eradication</p> <p>Greenhouse effect</p> <p>Sustainability and recycling</p> <p>Fair trade and empowerment</p> <p>Green electricity</p> <p>Green events</p> <p>Development</p> <p>Global inequality gap in South Africa and globally</p> <p>World hunger and GM foods</p> <p>Appropriate technology</p>

	Term 1	Term 2	Term 3	Term 4
Grade 9	<p>Resources</p> <p>Sources on Adolf Hitler, the Treaty of Versailles, Germany between the wars, life in Nazi Germany, Jesse Owens, <i>Kristallnacht</i>, the Holocaust, the end of World War II, the atom bomb, South African war heroes, the United Nations, the civil rights movement in the USA, colonisation in Africa, and freedom struggles in Africa</p> <p>Blackboard and chalk, poster materials</p> <p><i>Martin Luther King</i> by S. Smith</p> <p>Film <i>Mississippi Burning</i> and facilities to show it, if possible</p> <p>Visit the Holocaust Museum in Cape Town, if possible</p>	<p>Sources on atomic power and the atomic bomb, Hiroshima and Nagasaki, Dr Jack Penn, the arms race, Soviet Russia, the Cuban Missile Crisis, the Vietnam War, the space race, Mikhail Gorbachev, the fall of the Berlin Wall, the collapse of apartheid, the Struggle</p> <p>Drawing and poster materials</p> <p>Visit the South African Military Museum in Johannesburg, if possible</p>	<p>Sources on the Truth and Reconciliation Commission, the Nuremburg Trials</p> <p>Protractors, rulers</p> <p>Maps showing altitude</p> <p>Atlas</p> <p>Materials for building model house</p> <p>Markers, counters and dice</p> <p>Visit local or regional council offices, if possible</p>	<p>Sources on environmental conservation conferences, the Exxon Valdez disaster, Kyoto Protocol, Greenhouse gases, local Agenda 21, Fair Trade, green electricity, green events, development gauges, the Industrial Revolution</p> <p>Rulers</p> <p>Atlas, dictionary, reference book</p> <p>Saucers, jelly tots/beans, buttons, coloured cards</p> <p>Poster materials</p> <p>Newspapers and magazines</p> <p>Access to the Internet, if possible</p> <p>Field trip to natural area, if possible</p> <p>A vegetable plot in the school grounds, if possible</p> <p>Resources for a green event</p> <p>Polystyrene trays, cotton wool, dried beans</p>

4.2 Learning Station Social Sciences Work Schedules

Grade 7								
Module and Unit	Time allocation	TG page reference	History skills focus	Geography skills focus	Resources needed	Assessment strategies	Social Sciences LOs and ASes	Integration with other Learning Areas
1. Mapping hazards The right map for the job	2 weeks	19-26		Draw sketch map, select information	Atlas per learner, political wall world map, globe, contour map of local area if possible, relief model if available, local topographic map, poster materials	Structured questions, performance-based assessment, peer assessment	SS(G): LO1 AS1, 2, 3, 4, 5, 6 SS(G): LO2 AS2	
1. Mapping hazards Restless Earth	2 weeks	26-32		Identify, read map, communicate, analyse, solve problems	Newspapers and magazines, scrapbook, world map, reference books on volcanoes, poster materials, atlas	Observation, project, structured questions, peer assessment	SS(G): LO1 AS1, 2, 4, 5, 6 SS(G): LO2 AS1, 3	
1. Mapping hazards Restless atmosphere	2 weeks	33-38		Identify, communicate, analyse	Video footage of cyclones if possible, map showing rivers and dams in SA, reference books on famine and food aid, poster materials, large tank, tape, scissors, thick card, clay, jug, water	Structured questions, observation, self assessment, class debate, interpret sources, assignment	SS(G): LO1 AS1, 5 SS(G): LO2 AS1, 2, 3	T: LO1 AS10
1. Mapping hazards Measuring distances	2 weeks	38-46		Measure, convert measurements according to scale	Rulers, tape measure, string, maps of local area, atlas, globe, calculator, scrap paper with straight edges	Performance-based assessment, project, peer assessment	SS(G): LO1 AS2, 3, 5	M: LO1 AS6 M: LO4 AS2, 3, 4 FAL: LO5 AS1
2. From evolution to revolution Human beginnings	3 weeks	49-56	Understand, analyse, interpret	Measure	Sources on the Taung Child and Mrs Ples, scissors, ruler, pictures, paper glue, photocopier if possible, video player, liquid paint, scale if possible, measuring tape	Performance-based assessment, structured questions, observation, assignment, peer assessment	SS(H): LO1 AS3, 4, 5 SS(H): LO2 AS2, 3 SS(H): LO3 AS3, 4 SS(G): LO1 AS2	M: LO1 AS3, 4, 6 M: LO4 AS3 M: LO5 AS6 FAL: LO2 AS2
2. From evolution to revolution Early human discoveries and inventions	2 weeks	57-62	Understand, interpret, analyse		Examples of modern tools, materials for collage, modern sources of fire and light, pictures of ancient tools, different types of homes, rock art, paint or crayons	Performance-based assessment, structured questions, role play, observation, peer assessment	SS(H): LO1 AS2, 4, 5 SS(H): LO2 AS1, 2, 3 SS(H): LO3 AS4, 5 SS(G): LO3 AS1	FAL: LO2 AS2 T: LO1 AS1 T: LO3 AS1
2. From evolution to revolution The American revolution	3 weeks	63-68	Interpret, analyse, understand		Sources on the American revolution, map of the world	Structured questions, assignment, peer assessment, observation	SS(H): LO1 AS2, 4 SS(H): LO2 AS1 SS(H): LO3 AS1, 2 SS(G): LO1 AS2	FAL: LO2 AS1 FAL: LO3 AS4 FAL: LO5 AS2
3. Photographing people and places Capturing reality	3 weeks	70-76		Understand, interpret, analyse, communicate	Photo source, newspaper / pictures of disasters, large photographic image, examples of airphotos, orthophoto map of local area, if possible	Performance-based assessment, project, structured questions, peer assessment, observation	SS(G): LO1 AS1, 2, 4, 5, 6 SS(G): LO2 AS1	FAL: LO2 AS1 FAL: LO4 AS1 FAL: LO5 AS3 LOR: LO3 AS4

Grade 7	Module and Unit	Time allocation	TG page reference	History skills focus	Geography skills focus	Resources needed	Assessment strategies	Social Sciences LOs and ASes	Integration with other Learning Areas
	3. Photographing people and places Working with population numbers	3 weeks	77-84		Interpret, communicate, understand, analyse	Poster materials, protractor	Performance-based assessment, peer assessment, self assessment, assignment, observation	SS(G): LO1 AS1, 2, 6 SS(G): LO3 AS2, 3, 4, 5	M: LO1 AS10 M: LO2 AS6 M: LO4 AS9 M: LO5 AS3, 9 FAL: LO1 AS3 FAL: LO5 AS1, 3
	3. Photographing people and places Influencing population trends	2 weeks	84-87	Interpret sources	Interpret, draw sketch map	Magazines, materials for collage	Structured questions, project, peer assessment, observation	SS(G): LO1 AS1, 2, 5, 6 SS(G): LO3 AS1, 2, 3	A&C: LO1 AS10
	4. Moving to trade, moving to settle Early trading systems in Africa and Europe	2 weeks	90-101	Interpret, understand, identify, analyse, communicate	Measure, identify	Map of the world, cloves, picture of Great Zimbabwe, of gold artifacts, of cowrie shells, Chinese porcelain, map of South Africa, map of Europe	Structured questions, project, assignment, peer assessment, observation, role play	SS(H): LO1 AS2, 4, 5 SS(H): LO2 AS2, 3 SS(H): LO3 AS3, 4, 5 SS(G): LO1 AS2, 3, 5, 6	FAL: LO2 AS2 FAL: LO3 AS1 FAL: LO4 AS7 FAL: LO5 AS2 A&C: LO3 AS2
	4. Moving to trade, moving to settle Sailors, slaves and settlers	2 weeks	101-109	Analyse, interpret	Read map, draw map	Map of the world, visit to museum / South African Cultural History Museum if possible, copies of Bill of Rights, examples of letters to newspapers, materials for posters	Structured questions, class debate, assignment, project, self assessment, peer assessment, observation	SS(H): LO1 AS4, 5 SS(H): LO2 AS2, 3 SS(H): LO3 AS3, 5 SS(H): LO4 AS3 SS(G): LO1 AS5 SS(G): LO3 AS1	M: LO2 AS6 FAL: LO2 AS2 LOR: LO2 AS1 LOR: LO3 AS4 A&C: LO1 AS5, 13 A&C: LO3 AS2 NS: LO3 AS2
	4. Moving to trade, moving to settle Frontiers and fights	2 weeks	109-117	Interpret, understand, work with timeline, analyse	Read map	Map of Southern Africa, resources on frontier conflicts, examples of political cartoons, pictures of Voortrekker Monument and Voortrekkers, resources on 1857 cattle-killing	Performance-based assessment, structured questions, class debate, project, peer assessment, observation	SS(H): LO1 AS1, 2, 3, 4, 5 SS(H): LO2 AS2 SS(H): LO3 AS1, 2, 3	FAL: LO2 AS2 LOR: LO3 AS4
	4. Moving to trade, moving to settle Wild wild West	2 weeks	117-124	Interpret, understand, communicate	Read maps, interpret maps	Globe / map of the world, map of the United States, resource material on Thanksgiving, cowboys, poster materials, visit to war museum if possible	Structured questions, project, assignment, self assessment, class debate, observation,	SS(H): LO1 AS1, 2, 4, 5, 6 SS(H): LO2 AS2, 3 SS(H): LO3 AS5 SS(G): LO1 AS2, 4	A&C: LO1 AS11, 13

Grade 8								
Module and Unit	Time allocation	TG page reference	History skills focus	Geography skills focus	Resources needed	Assessment strategies	Social Sciences LOs and ASes	Integration with other Learning Areas
1. Changing worlds The French Revolution	3 weeks	18–25	Identify and select, evaluate, communicate, investigate, interpret	Identify, investigate, interpret	Writing paper and pens, poster showing French hierarchical structure, primary and secondary sources on the French Revolution, colour copy of JL David's <i>The Tennis Court Oath</i> , newspaper, different historical interpretations of the French Revolution, ruler	Analysing primary sources, analysing a cartoon, analysing secondary sources, writing, role play, analysing a drawing, design front page of newspaper, comparison, timelines, analysing maps	SS(H): LO1 AS1, 2, 3, 5 SS(H): LO2 AS3 SS(H): LO3 AS1, 2, 3, 4 SS(G): LO1 AS2 SS(G): LO3 AS1	M: LO2 AS1 AL: LO1 AS2 FAL: LO2 AS FAL: LO3 AS3 FAL: LO4 AS1 EMS: LO1 AS A&C: LO2 AS2 A&C: LO4 AS6
1. Changing worlds Industrialisation	2 weeks	26–28	Interpret, explain, communicate, identify links, identify and select, understand		Examples of engravings, illustrations and pamphlets of modern inventions	Analyse an engraving, answer questions, analysing a bar graph	SS(H): LO1 AS1, 3, 4, 5 SS(H): LO2 AS1, 2, 3	M: LO2 AS1
1. Changing worlds The growth of urban areas, social problems and political rights	2 weeks	28–34	Interpret, communicate, identify links, explain, describe, identify and select, investigate, evaluate, understand		Information on biodiversity, <i>People's Plants</i> by Van Wyk and Gericke, information on the workers' unions	Analysing maps / sources, analysing a quotation, analysing a picture, work with personal accounts, answer questions	SS(H): LO1 AS1, 2, 3, 4, 5 SS(H): LO2 AS1, 3 SS(H): LO3 AS1, 2, 3, 4, 5, 6	
1. Changing worlds Industrialisation in South Africa	1 week	34–38	Communicate, identify, do research, interpret, explain, evaluate	Identify	Words to the song <i>Another Blanket</i> , map of South Africa, library and Internet if possible	Role play, analysing a song, discussion, analysing a photograph, developing empathy, analysing a primary source, research	SS(H): LO1 AS2, 5 SS(H): LO2 AS3 SS(G): LO3 AS1, 2, 4, 5, 6	A&C: LO2 AS2 A&C: LO4 AS6 HL: LO2 AS1 FAL: LO3 AS1 FAL: LO4 AS1 EMS: LO1 AS4
2. Europe in Africa Colonialism and the exploitation of resources	2 weeks	40–43	Communicate, identify links, explain, interpret		Map of Africa showing old country names, modern map of Africa, world map	Discussion, analysing a map, write a speech	SS(H): LO1 AS3, 4, 5 SS(H): LO2 AS1, 3 SS(H): LO3 AS3, 6, 7	
2. Europe in Africa Response to colonialism: Moshoeshoe and the Basotho	2 weeks	43–49	Communicate, identify links, explain, interpret, identify and select	Interpret	If possible: Basotho artifacts, illustrations, posters, sources of leaders who lived during Moshoeshoe's lifetime	Read, think and answer questions, analysing oral history, write a report, comparison, analysing a map, analysing primary sources, timelines	SS(H): LO1 AS1, 3, 4, 5 SS(H): LO2 AS1, 2, 3 SS(H): LO3 AS3, 6, 7 SS(G): LO1 AS2	

	Module and Unit	Time allocation	TG page reference	History skills focus	Geography skills focus	Resources needed	Assessment strategies	Social Sciences LOs and ASes	Integration with other Learning Areas
Grade 8	2. Europe in Africa Resistance to British control	1 week	49–50	Evaluate, interpret, identify links, explain		<i>Reader's Digest Illustrated History of South Africa</i>	Analysing sources	SS(H): LO1 AS2 SS(H): LO2 AS1 SS(H): LO3 AS4, 7	
	2. Europe in Africa The South African War and Black people in the South African War	1 week	50–58	Identify and select, interpret, explain, communicate, identify links, describe, understand		Information on Johannesburg during 1899, the Jameson Raid, if possible: Deneys Reitz's <i>Commando</i> and Thomas Pakenham's <i>The Boer War</i> , map of South Africa, Internet access if possible, examples of old photographs	Analysing a map, write a letter, write a newspaper report, analysing primary sources, research, analysing oral accounts, write a story	SS(H): LO1 AS1, 2, 4, 5 SS(H): LO2 AS1 SS(H): LO3 AS2, 3, 4, 6, 7	FAL: LO3 AS1 FAL: LO4 AS1 FAL:
	3. The First World War The origins of the First World War	1 week	60–63	Interpret, evaluate, investigate	Interpret	Map of Europe in 1914, sources on World War I	Compare data, analyse a cartoon, analyse sources, answer questions	SS(H): LO1 AS1, 2, 3 SS(H): LO2 AS2 SS(H): LO3 AS1 SS(G): LO1 AS1, 2	M: LO2 AS6 FAL: LO3 AS3 FAL: LO4 AS1 FAL: LO5 AS2, 3 A&C: LO4 AS6
	3. The First World War The impact of the First World War	1 week	63–67	Communicate, evaluate, identify, explain		Information and photos on trench warfare	Write a letter, analyse a propaganda poster, analyse change, role play, design a poster	SS(H): LO1 AS1, 2, 3, 4, 5 SS(H): LO2 AS3 SS(H): LO3 AS2	T: LO3 AS2 FAL: LO2 AS4 FAL: LO3 AS1, 4 FAL: LO4 AS1 FAL: LO5 AS2 A&C: LO1 AS5 A&C: LO4 AS6 M: LO2 AS1
	4. Natural Resources Using the earth's resources	2 weeks	69–72		Identify, interpret	Sources to illustrate processes of use of natural resources and environmentally friendly and destructive processes, pen and paper, dictionaries	Identify resources, evaluate use of resources and personal impact on resources, consider other species	SS(G): LO1 AS2 SS(G): LO3 AS1	FAL: LO3 AS4, 8 FAL: LO5 AS2 T: LO2 AS2 NS: LO3 AS2 M: LO5 AS1
	4. Natural Resources Conserving and protecting resources	2 weeks	72–76		Identify and select, report, map reading skills, investigate, communicate	Newspapers, coloured marker pens, crayons, glue, magazines, photographs, pamphlets about use and waste of water, terrarium: large bottle, soil, water, plants, articles about water shortages, information about local recycling	Understand issues, design a poster, discussion, data analysis and presentation, interpretation of news reports, evaluate choices	SS(G): LO1 AS1, 4, 7 SS(G): LO2 AS2 SS(G): LO3 AS1, 2, 3	FAL: LO2 AS4 FAL: LO5 AS2 M: LO1 AS2 M: LO5 AS8 T: LO3 AS1

Module and Unit	Time allocation	TG page reference	History skills focus	Geography skills focus	Resources needed	Assessment strategies	Social Sciences LOs and ASes	Integration with other Learning Areas
4. Natural Resources Moving forwards – sustainable development	2 weeks	76–80	Identify and select	Identify, investigate, make choices	Video about sustainable development and video machine, articles about the fight against poverty	Identify issues and suggest solutions, addressing issues locally and globally, interpretation of case studies, decision making and taking action	SS(G): LO3 AS1, 2, 3, 4 SS(H): LO1 AS1	NS: LO3 AS2 T: LO3 AS2 LOR: LO1 AS1 FAL: LO3 AS1 FAL: LO4 AS1
5. Mapping settlements Finding spatial information	1 week	82–89		Identify and select, communicate, interpret, measure distance	Maps: Local maps with different scales, national and provincial maps, roadmaps, street guides, local aerial photographs, colour maps, atlas, colourful posters, advertisements etc, <i>Grade 7 Learning Station Social Sciences Learner's Book</i> , overhead projector	List features, colour on maps, work with distance and scale	SS(G): LO1 AS1, 2, 3, 4, 6, 7	A&C: LO1 AS1 I LOR: LO2 AS3 FAL: LO4 AS1 M: LO1 AS5 M: LO4 AS1
5. Mapping settlements Interrogating images	1 week	89–93		Communicate, measure distance, identify	Examples of manipulated images, aerial photos showing side views	Analyse images, analyse airphotos and orthophotos, identify features on maps	SS(G): LO1 AS3, 4, 7 SS(G): LO2 AS1	FAL: LO3 AS5 M: LO3 AS1
5. Mapping settlements Settling the cities and towns	1 week	93–99	Identify and select, explain	Identify and select, measure distance, identify and compare, communicate	Magnifying glass, local map – 1:50 000, topographical map, orthographical map – 1:10 000, street guides	Analyse sources, establish facts, compare physical features	SS(G): LO1 AS1, 2, 3, 4, 7 SS(G): LO2 AS1, 2 SS(H): LO1 AS1 SS(H): LO2 AS3	FAL: LO1 AS3 FAL: LO2 AS5 NS: LO1 AS1 LOR: LO5 AS4 EMS: LO3 AS7
5. Mapping settlements Settling the plains	2 weeks	99–103		Identify, identify and select, interpret, communicate, identify and compare	Atlas: with relief maps, climate maps and population density, three dimensional model	Analyse maps, evaluate factors, compare	SS(G): LO1 AS1, 2, 3, 4, 7 SS(G): LO2 AS1, 2, 3 SS(G): LO3 AS1, 2	M: LO1 AS6 FAL: LO6 AS9
6. Infrastructure and society Transport systems	1 week	105–107	Identify and select	Identify and select, communicate	Video about transport through the ages, if possible invite a local representative of the transport industry to give a talk in the class, invite an engineer to talk about building bridges, roads	Evaluate, compare	SS(G): LO1 AS1, 7 SS(G): LO2 AS2, 3 SS(H): LO1 AS1	T: LO1 AS2 T: LO3 AS2 EMS: LO2 AS4
6. Infrastructure and society Transport structures	1 week	107–109		Identify and select, interpret	Atlas, pen and paper	Work with sources	SS(G): LO1 AS1, 2, 7	FAL: LO3 AS1,4 EMS: LO2 AS4

Grade 8

Grade 8	Module and Unit	Time allocation	TG page reference	History skills focus	Geography skills focus	Resources needed	Assessment strategies	Social Sciences LOs and ASES	Integration with other Learning Areas
	6. Infrastructure and society Trade and transport	1 week	109–113		Identify and select, interpret, communicate	Information about the history of trade and travel, map showing roads and railways in South Africa, shipping routes between South Africa and the world, map showing harbours in South Africa, information about the Coega project	Identify links, analyse sources, identify factors, evaluate, answer questions	SS(G): LO1 AS2,7	EMS: LO1 AS2 FAL: LO5 AS2,3 T: LO3 AS2
	6. Infrastructure and society South Africa and the world	1 week	113–119		Investigate, interpret, communicate, observe and record	Information about distribution and redistribution, sources on Gross National Product and Gross Domestic Product, if possible: information on developing countries and the United Nation's programs in those countries (from Internet), if possible: invite someone to speak about economic development, invite a representative of local government to speak about service delivery, government pamphlets about service delivery	Analyse facts, analyse sources, compare sources, apply facts, interpret data, research	SS(G): LO1 AS2,5,7 SS(G): LO3 AS2	EMS: LO2 AS1,2 M: LO1 AS4 M: LO5 AS9
	6. Infrastructure and society Access to services and Women, labour and equality	1 week	119-122		Investigate, observe and record, identify and select	Articles on women in business	Research, evaluate facts, analyse sources	SS(G): LO1 AS1,5 SS(G): LO3 AS2	LOR: LO1 AS2 FAL: LO3 AS5 FAL: LO4 AS1 T: LO3 AS3

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Module and Unit	Time allocation	TG page reference	History skills focus	Geography skills focus	Resources needed	Assessment strategies	Social Sciences LOs and ASES	Integration with other Learning Areas
1. Human rights issues in Nazi Germany Who was Adolf Hitler?	1 week		Interpret Evaluate Communicate Analyse Understand	Identify	Sources on Germany between the wars and the rise of Hitler	Self assessment Peer assessment Performance-based assessment Analysing primary and secondary sources Role play Assignments	SS(H): LO1 AS2, 3, 4, 5 SS(H): LO2 AS1, 3 SS(H): LO3 AS1, 2, 3, 4	FAL: LO1 AS2, 3 FAL: LO3 AS1, 3, 5 FAL: LO4 AS1, 2 LOR: LO2 AS1

Module and Unit	Time allocation	TG page reference	History skills focus	Geography skills focus	Resources needed	Assessment strategies	Social Sciences LOs and Ases	Integration with other Learning Areas
1. Human rights issues in Nazi Germany What were the Nazi's racial ideas?	1 week		Interpret Evaluate Understand Analyse		Sources on life in Nazi Germany	Self assessment Performance-based assessment Analysing primary and secondary sources Role play Observations	SS(H): LO1 AS1, 2 SS(H): LO2 AS2, 4	FAL: LO1 AS2 LOR: LO2 AS1, 5
1. Human rights issues in Nazi Germany The persecution of the Jews	1 week		Interpret Evaluate Understand and empathise	Identify	Sources on Jesse Owens, <i>Kristallnacht</i> , the Holocaust	Assignments Peer assessment Structured questions Analysing primary and secondary sources	SS(H): LO1 AS2, 4 SS(H): LO2 AS2 SS(H): LO3 AS2	FAL: LO4 AS1
1. Human rights issues in Nazi Germany The choices people had in Nazi Germany	1 week		Interpret Evaluate Understand and empathise		Blackboard Sources on Pol Pot, Josef Stalin and Idi Amin Dada	Analysing primary and secondary sources Structured questions Peer and self assessment Role play	SS(H): LO1 AS2, 4 SS(H): LO3 AS1, 3	FAL: LO3 AS1 FAL: LO4 AS2
2. The end of World War II and the struggle for human rights The end of World War II	1 week		Interpret sources and statistical data Analyse Argue		Sources on the end of World War II, the atomic bomb, the UN, the Declaration of Human Rights Poster paper, drawing paper, coloured pencils, magazines, newspapers	Analysing primary and secondary sources Peer assessment Assignment Structured questions Role play	SS(H): LO1 AS2, 3, 5, 6 SS(H): LO2 AS1, 2, 3, 4 SS(H): LO3 AS2, 3, 4	
2. The end of World War II and the struggle for human rights The civil rights movements in the USA	1 week		Interpret Analyse Communicate Understand and empathise		Sources on the civil rights movement, the Ku Klux Klan Film <i>The Mississippi Burning</i> and facilities for showing it	Analysing primary and secondary sources Structured questions Peer assessment Role play Project	SS(H): LO1 AS5, 6 SS(H): LO2 AS3	
2. The end of World War II and the struggle for human rights Human right and anti-colonial struggles in Africa	2 weeks		Interpret Analyse Communicate	Analyse map	Sources on Kwame Nkrumah, Jomo Kenyetta, independence struggles in Africa	Analysing primary and secondary sources Peer assessment Performance-based assessment	SS(H): LO2 AS3 SS(H): LO2 AS3	

Module and Unit	Time allocation	TG page reference	History skills focus	Geography skills focus	Resources needed	Assessment strategies	Social Sciences LOs and Ases	Integration with other Learning Areas
3. The nuclear age and the Cold War A new kind of war	1 week		Interpret Analyse Communicate Understand and empathise		Sources on atomic bomb, Hiroshima and Nagasaki, Dr Jack Penn	Analysing primary and secondary sources Structured questions Class debate Observation Peer assessment	SS(H): LO1 AS3, 5 SS(H): LO2 AS2 SS(H): LO3 AS2, 3	FAL: LO2 AS2, 4 LOR: LO2 AS1
3. The nuclear age and the Cold War The Cold War	1 week		Interpret Analyse Communicate	Analyse map	Sources on Soviet Russia	Analysing primary and secondary sources Structured questions Peer assessment	SS(H): LO1 AS1, 3, 4, 6 SS(H): LO2 AS3, 4	FAL: LO2 AS2 FAL: LO3 AS2
3. The nuclear age and the Cold War Cold War alliances, arms, territory and space	1 week		Interpret Analyse Communicate Understand and empathise	Analyse map	Sources on the Star Wars project, the Berlin Airlift, the arms race, the Cuban Missile Crisis Drawing and poster materials	Analysing primary and secondary sources Structured questions Observation Peer assessment Role play	SS(H): LO1 AS1, 2, 3, 4, 6 SS(H): LO2 AS1, 3 SS(H): LO3 AS2, 3	FAL: LO4 AS7 FAL: LO4 AS1
3. The nuclear age and the Cold War The collapse of communism	1 week		Interpret Analyse Understand and empathise		Sources on Mikhail Gorbachev, the fall of the Berlin Wall	Analysing primary and secondary sources Role play Peer assessment	SS(H): LO1 AS3 SS(H): LO2 AS1, 3	
3. The nuclear age and the Cold War The collapse of apartheid	1 week		Interpret Analyse Communicate		Sources on the release of Mandela	Analysing primary and secondary sources Structured questions Peer assessment	SS(H): LO1 AS1, 3, 4 SS(H): LO2 AS3	
4. Apartheid in South Africa The beginnings of apartheid	1 week		Interpret Analyse Understand and empathise Communicate	Analyse map	Sources on South Africa in World War II, apartheid	Analysing primary and secondary sources Interviews Role play Structured questions Peer assessment	SS(H): LO1 AS1, 2, 4, 5 SS(H): LO2 AS1, 3, 4 SS(H): LO3 AS2, 3 SS(G): LO2 AS1	FAL: LO2 AS2, 6 FAL: LO3 AS1, 2 FAL: LO4 AS1 FAL: LO5 AS2 LOR: LO2 AS1
4. Apartheid in South Africa Resistance to apartheid	2 weeks		Analyse Interpret Communicate Understand and empathise		Sources on the Struggle against apartheid Poster materials Copy of the Constitution, if possible	Analysing primary and secondary sources Project Structured questions Role play Peer assessment	SS(H): LO1 AS4, 5, 6 SS(H): LO2 AS1, 2, 3 SS(H): LO3 AS1, 2, 3	FAL: LO1 AS4 FAL: LO2 AS2 FAL: LO3 AS4 FAL: LO4 AS1 FAL: LO5 AS2 A&C: LO1 AS14 A&C: LO3 AS4

Module and Unit	Time allocation	TG page reference	History skills focus	Geography skills focus	Resources needed	Assessment strategies	Social Sciences LOs and Ases	Integration with other Learning Areas
5. Issues of our times Responding to issues	3 weeks		Analyse Interpret Communicate Understand and empathise		Sources on the Truth and Reconciliation Commission, the Nuremburg Trials, genocide in the former Yugoslavia and Rwanda, NEPAD Newspapers and magazines	Analysing primary and secondary sources Structured questions Assignment Project Peer assessment	SS(H): LO1 AS1, 4, 5 SS(H): LO2 AS3, 4, SS(H): LO3 AS2 SS(G): LO2 AS1	FAL: LO2 AS4 FAL: LO3 AS1 FAL: LO4 AS1 FAL: LO5 AS2 EMS: LO1 AS2 EMS: LO2 AS4 LOR: LO2 AS1
6. Mapping social and environmental conflict Maps and fieldwork	2 weeks			Identify and describe maps Interpret images Planning and carrying out a fieldwork investigation	Good local maps Observation sheets	Performance-based assessment Project Peer assessment	SS(G): LO1 AS1, 2, 3, 4, 5 SS(G): LO2 AS2 SS(G): LO3 AS1, 2, 4	M: LO3 AS7 M: LO4 AS1, 2 FAL: LO2 AS4 FAL: LO4 AS2 LOR: LO2 AS3 LOR: LO3 AS3 A&C: LO1 AS14, 16
6. Mapping social and environmental conflict Analysing maps	1 week			Describe direction Interpret map	Protractors Maps showing altitude	Performance-based assessment Peer assessment	SS(G): LO1 AS4, 7	
6. Mapping social and environmental conflict Mapping social spaces	1 week			Interpret map Draw sketch map Measure distance	Atlas Materials for building model house Rulers	Performance-based assessment Assignment Project Peer assessment	SS(G): LO1 AS3, 7 SS(G): LO2 AS1, 2, 3 SS(G): LO3 AS2, 3, 4	M: LO4 AS1, 2 A&C: LO1 AS14, 16
6. Mapping social and environmental conflict Mapping conflict	1 week		Interpret Understand and empathise	Interpret map Draw sketch map Measure distance	Questionnaire Rulers Markers, counters and dice	Performance-based assessment Project Class debate Peer assignment	SS(G): LO1 AS1,2, 3, 4, 5, 6, 7 SS(G): LO2 AS1, 2, 3 SS(G): LO3 AS2, 3, 4	M: LO5 AS2 FAL: LO1 AS4 FAL: LO2 AS4 NS: LO3 AS2
7. Sustainable use of resources Nations unite to save the Earth's resources	1 week			Interpret map Draw sketch map Analyse statistics Field work	Sources on environmental conservation conferences, the Exxon Valdez disaster, Kyoto Protocol Rulers Atlas Saucers, jelly tots/beans Newspapers and magazines Sticky labels, scrap paper, clip boards Access to the Internet, if possible Field trip to natural area, if possible	Performance-based assessment Peer assessment Class debate Assignment Structured questions Project Observation	SS(G): LO1 AS1, 3, 4, 5, 7 SS(G): LO2 AS1, 2, 3 SS(G): LO3 AS4	FAL: LO2 AS4, 6 FAL: LO3 AS1, 4, 6 FAL: LO4 AS1 FAL: LO5 AS1 LOR: LO3 AS5 NS: LO1 AS2 NS: LO2 AS2, 3 NS: LO3 AS1

Module and Unit	Time allocation	TG page reference	History skills focus	Geography skills focus	Resources needed	Assessment strategies	Social Sciences LOs and ASES	Integration with other Learning Areas
7. Sustainable use of resources Local Agenda 21 in South Africa	1 week			Interpret	Sources on local Agenda 21 Poster materials Materials to start a vegetable garden, if possible Materials to make a solar water heater	Structured questions Observation Project Peer assessment	SS(G): LO1 AS3, 4 SS(G): LO2 AS2, 3	FAL: LO1 AS3 FAL LO2 AS4 FAL: LO3 AS4 EMS: LO2 AS1 EMS: LO3 AS2 T: LO3 AS1 LOR: LO2 AS3 LOR: LO3 AS5 NS: LO2 AS3, 4 NS: LO3 AS2
7. Sustainable use of resources Local Agenda 21 and your school	2 weeks			Interpret	Sources on the ICLEI conference Resources for a green event Street map of surrounding area	Performance-based assessment Structured questions Interviews Project Observation Peer assessment	SS(G): LO1 AS1, 5, 7 SS(G): LO2 AS2, 3	FAL: LO2 AS4 FAL: LO4 AS1 T: LO1 AS1 T: LO3 AS1 LOR: LO3 AS5 EMS: LO3 AS2 NS: LO3 AS1, 2
8. Development and technology Development	2 weeks			Interpret Analyse Identify Field work	Information on development gauges Map of Gauteng or Johannesburg	Observation Structured questions Performance-based assessment Peer assessment	SS(H): LO2 AS2, 3, 4 SS(H): LO3 AS1 SS(G): LO1 AS1, 3, 4, 5 SS(G): LO2 AS1, 2, 3 SS(G): LO3 AS1, 2, 4	M: LO2 AS2, 4, 5, 6 M: LO3 AS1 FAL: LO1 AS3, 4 FAL: LO2 AS6 FAL: LO3 AS3, 5 FAL: LO4 AS4 FAL: LO5 AS2 EMS: LO2 AS2, 4 T: LO1 AS1 NS: LO1 AS3 NS: LO2 AS2, 3
8. Development and technology Can new technology end hunger?	2 weeks			Interpret Analyse Identify Communicate	Sources on the Industrial Revolution, GM foods Atlas, map of Africa Pictures of meals Buttons, coloured cards Polystyrene trays, cotton wool, beans	Structured questions Performance-based assessment Observation Project Class debate Peer assessment	SS(H): LO1 AS3 SS(H): LO2 AS2, 3 SS(H): LO3 AS2 SS(G): LO1 AS1, 3, 4, 5, 7 SS(G): LO3 AS1, 2, 3	EMS: LO2 AS4 FAL: LO1 AS3 FAL: LO5 AS2 T: LO1 AS1, 2, 8, 14 T: LO2 AS2 T: LO3 AS2 NS: LO1 AS3 NS: LO2 AS2, 3

4.3 Learning Station Social Sciences Lesson Plan (Senior Phase)

GEOGRAPHY EXAMPLE	
Learning Area: Social Sciences – Geography	
Grade: 8	
Duration: 1 activity (Module 4, Unit 3, Topic 3, Activity 1 (Interpretation of case studies) page 120 in Learner’s Book, page 68 in Teacher’s Guide)	
Core knowledge/context:	Investigate options and make choices within a given context. Lifestyle choices with regard to sustainable development in southern Africa
Key questions:	
<ol style="list-style-type: none"> 1. How does Professor Holm’s house contribute to sustainable development? 2. What makes Professor Holm’s house environmentally friendly? 3. How environmentally friendly are homes in your area? Consider building materials, gardens, energy use, waste disposal and water use. Present your findings in a report. 4. How does Purros project contribute to both conservation and development? 5. What are the benefits of the project for the local people, the environment – including wildlife and future generations? 6. Find local examples where conservation and development go hand in hand and share your information with the rest of the class. 	
Outcomes:	
LO3 (G)	AS3,4.
Integration:	
Between History and Geography:	
LO3 (H) AS1,2,3 and LO3 (G) AS3,4 (Source interpretation and makes choices)	
With other learning areas:	
AL: LO3 AS1	
T: LO3 AS2	
Resources:	
Sources (reference books, magazine articles, internet articles) about the use of alternative energy sources and on sustainable development.	
Learning activities:	
Identify issues and suggest solutions: Read the case studies and look at the sources on sustainable development and alternative energy sources, Discuss the issues in groups, Try to find solutions that are sustainable.	
Assessment activities:	
Show and explain the sources on the use of alternative energy sources and on sustainable development. Let learners look at the sources. Listen to the group discussions and make suggestions to help them find possible solutions. Make sure learners understand what sustainable development is. Learners must demonstrate understanding for conservation and development. Mark the questions – make allowances for personal interpretations of the information taken from the case studies.	

Assessment:

Answers to the questions:

1. All energy used is derived from renewable sources: sun panels and a bio-gas generator; the house is designed to maximise its use of the sun – it stays cool in summer and warm in winter in order to exclude use of heating or airconditioning; all water is recycled.
2. The house uses energy from sustainable resources.
3. Answers are determined by the local area.
4. Conservation of wild animals in the area are used to attract tourists, this leads to development – tourists pay a fee; craft markets are established to sell products to tourists.
5. The local community has an income, this leads to an improvement of their living standards; the area is conserved which ensures that future generations can also enjoy the benefits.
6. Answers are determined by the local area.

Feedback:**Reflection on teaching and learning:**

GEOGRAPHY	
Learning Area:	
Grade:	
Duration:	
Core knowledge/context:	
Key questions:	
Outcomes:	
Integration:	
Between History and Geography:	
With other learning areas:	
Resources:	
Learning activities:	
Assessment activities:	
Assessment:	
Feedback:	
Reflection on teaching and learning:	

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HISTORY EXAMPLE	
Learning Area: Social Sciences – History	
Grade: 8	
Duration: 1 activity (Module 1, Unit 1, Topic 1, Activity 2 (Analysing a cartoon), page 4 in Learner’s Book, page 3 in Teacher’s Guide).	
Core knowledge/context:	Evaluates sources, examines historical interpretations. Interpret information from cartoon and place it in the context of the French Revolution by taking into consideration the circumstances and spirit of the time.
Key questions:	<ol style="list-style-type: none"> Identify the two figures standing on the rock. Who do they represent? Who is the figure under the rock meant to represent? Explain how you know this. What does the rock represent? What point is the cartoonist making about French society in this cartoon?
Outcomes:	
LO1 (H)	AS2
LO3 (H)	AS1
Integration:	
Between History and Geography:	
LO1 (H) AS2 and LO1 (G) AS2 (Works with sources)	
With other learning areas:	
AL LO3 AS3 AL LO4 AS1 A&C (VA) LO4 AS6	
Resources:	
Cartoon on page 4 of Learner’s Book; Skills file on page 4 of Learner’s Book (How to analyse a cartoon)	
Learning activities:	
Analyse the cartoon in order to answer the questions. Take note of detail in the cartoon, for example the date, the caption, the people, who they represent, symbols (i.e the rock). Interpret information from the cartoon in order to understand its meaning; for example, what was the cartoonist’s point of view in relation to events in France during the time? (1789). Formulate answers to the questions and write them down in a way that shows knowledge and understanding of the activity.	
Assessment activities:	
Emphasise the importance of cartoons as historical sources. Explain that cartoonists often used humour and mockery to illustrate a point. Explain that cartoons were a way to comment on political and social circumstances of the time and that cartoons are still being used in this way today. Mark the questions.	
Assessment:	
Answers to the questions:	
<ol style="list-style-type: none"> The two figures on the rock are a priest and a nobleman. They represent the rich and powerful people of the first and second estates in France in the era before the revolution. Both the priest and nobleman are dressed in elaborate clothes and they are standing on a rock that represents how they oppressed the third estate. The figure under the rock represents the third estate and it illustrates how the first and the second estate oppressed the third estate. The rock represents the exploitation of the third estate, including unfair taxes, unfair working conditions for the people of the third estate who worked for the rich landlords. The cartoonists is showing how a few people benefited from exploiting and oppressing the masses. 	
Feedback:	
Reflection on teaching and learning:	

HISTORY	
Learning Area:	
Grade:	
Duration:	
Core knowledge/context:	
Key questions:	
Outcomes:	
Integration:	
Between History and Geography:	
With other learning areas:	
Resources:	
Learning activities:	
Assessment activities:	
Assessment:	
Feedback:	
Reflection on teaching and learning:	

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5. Arts and Culture

5.1 Learning Station Arts and Culture Learning Programme

Grade 7				
	Term 1	Term 2	Term 3	Term 4
LOs and ASes	A&C: LO1 AS1, 2, 4, 5, 6, 8, 10 A&C: LO2 AS4, 5, 6, 7 A&C: LO3 AS4, 5, 7 A&C: LO4 AS3	A&C: LO1 AS1, 2, 3, 4, 5, 7, 10 A&C: LO2 AS6, 8 A&C: LO3 AS2, 3, 6, 8 A&C: LO4 AS2	A&C: LO1 AS2, 5, 7, 10, 11 A&C: LO2 AS4, 5, 7, 8 A&C: LO3 AS1, 3, 4, 5, 6, 7, 8 A&C: LO4 AS1, 3, 12	A&C: LO1 AS1, 3, 4, 5, 7, 8, 9 A&C: LO2 AS4, 5, 7, 8 A&C: LO3 AS1, 2, 3, 5, 8 A&C: LO4 AS1
Core knowledge and concepts	<ul style="list-style-type: none"> • Colour wheel • Symbols • Patterns • Character creation • Warming up • Drums • Playing drums • Music terms 	<ul style="list-style-type: none"> • The human body • Dance terms • Heritage • Cultural groups • Posture • Use of voice • Theatre terms 	<ul style="list-style-type: none"> • Musical instruments (string) • Musical terms • Basic elements of Dance • Improvisation techniques • Dance construction • Cultural Identity • Archaeological sites • Cultural groups • AIDS 	<ul style="list-style-type: none"> • Performance techniques • Cultural Heritage • Indigenous knowledge systems • Musical instruments (aerophone) • Writing music • Dance cultures • Non-verbal communication • Planning of performances • Dance techniques
Context	Symbols and colour in an everyday world	The use of the body for movement and sound	My people and I do fit in somewhere	A world without words
Resources	Colour collection chart; colour wheel; natural objects; newspapers; magazines; bright fabric/paper; set squares; compasses/cups/saucers/jars; drawing materials; pencils/crayons; kokis; chalks; words of a folk song written out with accents indicated in colour; folk songs; percussion instruments; squared paper; letter of invitation	Large ball/ball of paper; map of South Africa showing Valley of Kings; plan showing front view, side view, rear view; scrap materials; boxes; list of local and Internet artists/crafters; blindfold	Variety of music to listen to; pictures of musicians performing; television; music videos; resources listed on page 113 of Learner's Book; hammer; pliers; newspapers; map of South Africa; natural materials; newspapers; magazines; varnish; glue; potatoes; poster paint/fabric paint; sponges/paintbrushes; example of basic weaving; boxes	Video machine; <i>Sarafina</i> video; books; magazines; resources listed on page 126 of Learner's Book

Grade 8				
	Term 1	Term 2	Term 3	Term 4
LOs and ASes	A&C: LO1 AS1, 4, 5 A&C: LO2 AS2, 6, 7, 8, 9 A&C: LO4 AS3, 4, 5, 6	A&C: LO1 AS1, 5, 6, 8 A&C: LO2 AS1, 2, 5, 7 A&C: LO3 AS3 A&C: LO4 AS1, 2	A&C: LO1 AS5, 6 A&C: LO2 AS1, 2, 3, 6, 7, 8 A&C: LO4 AS3	A&C: LO1 AS5 A&C: LO2 AS7 A&C: LO3 AS1, 3, 4 A&C: LO4 AS3, 5
Core knowledge and concepts	<ul style="list-style-type: none"> • Body and mind warm-ups • Roles, values and set design • Art processes and products reflecting pop culture • Bias and propaganda in the media • Writing a letter to a newspaper • Meaning and influence of popular lyrics • Conceptualisation, choreography and performance 	<ul style="list-style-type: none"> • Analysing artwork • Drawings about culture and heritage • Composition, style and subject matter • Praise poems • Warm-ups • Life and work of Gibson Kente • Reflection, improvisation and presentation • Research, presentation and performance • Functions of music • Musicals 	<ul style="list-style-type: none"> • Journal writing • Art processes and products about human rights • Art products advertising events • Pygmy culture and music • Performing polyphonic music • Copyright • Articulation warm-ups 	<ul style="list-style-type: none"> • Researching training and careers in Visual Arts and design • Researching careers in entertainment and the media • Investigating careers in dance • Researching careers in the music industry

	Term 1	Term 2	Term 3	Term 4	
Grade 8	Context	Popular culture; mass media; meaning and influence of lyrics; advertisement through dance	Artworks on culture; praise poetry; popular theatre; changing culture; 20th century dance styles; purposes of music; the musical	Expressing human rights issues through art; advertising; power, gender and disability in dance; polyphonic music and Pygmy culture; copyright in music; freedom of speech; copyright in drama; environmental issues	Careers in the arts
	Resources	Magazines; newspapers; recordings of radio and television talk shows; tape or CD player; music tapes or CDs; examples of stereotyping lyrics; melodica or other means of setting the correct pitch; scores	Tape player; CD player; audio tapes; CDs; television; video player; resource videos; DVD player; DVDs; musical excerpts listed in the Learner's Book; reference works; Internet access	Extracts from human rights documents, articles about and images of human rights violations; sculpture and two-dimensional artworks documenting human rights violations; computer fonts; stickers; costumes; props; resources on traditional dances and integrated dance; library and Internet access; atlases	Career information; articles and pictures about artistic disciplines; Internet access; newspapers

GRADE 9	Term 1	Term 2	Term 3	Term 4
LOs and ASes	LO1-3 – Drama LO1-4 – Visual Arts LO1, 3 – Dance LO2, 4 – Music	LO1-3 – Drama LO1,3,4 – Visual Arts LO1-4 – Dance LO1-2 – Music	LO1-4 – Drama LO1-4 – Visual Arts LO1-4 – Dance LO1-4 – Music	LO1,3 – Drama LO1,4 – Visual Arts LO1-3 – Dance LO1-4 – Music
Core knowledge and concepts	Leaders and followers In other people's shoes Visual workout Beauty and me My private culture Warming up and skill-building Trusting yourself, trusting others Local music in a global context Music and technology More about music and technology	Elements of drama Visualising the play in production Reviewing a performance Images and symbols Images and dreams Images and stories Warming up and skill-building Dance-making The Arts in society Learning about time Signatures Combining art forms	Mass media From melodrama to movies The world of soap opera Becoming an artist A great African artist Showing our stuff Warming up and skill-building Really watching dance Gumboot dancing Choral music Making sound effects with your voice Assuming different roles	Abamanyani: Coming together to create something new Masquerades and carnivals: Art and magic that brings people together
Context	Power and status Seeing myself with new eyes Creating a safe dance environment My world, my music	Production values From idea to image Creating a safe dance environment Dancing socially My music, my expression	Media and influence Being an artist in Africa Creating a safe dance environment Dancing socially My voice, my instrument	An integrated arts project
AC organising principles	Local to global culture Technologies Mass media Power relations Marketing	Local to global culture Technologies Mass media Power relations Marketing	Local to global culture Technologies Mass media Power relations Marketing	Local to global culture Technologies Mass media Power relations Marketing

5.2 Learning Station Arts and Culture Work Schedules

Abbreviations: **VA** – Visual Arts; **Dr** – Drama; **Da** – Dance; **M** – Music

Grade 7							
Module and Unit	Time allocation	TG page reference	Arts and Culture skills focus	Resources needed	Assessment strategies	Arts and Culture LOs and ASes	Integration with other Learning Areas
VA 1. Working with colour, patterns and symbols 1. Working with colour	1 week	29-31	Identifying and mixing colours	Learner's Book, Teacher's Guide, newspapers, magazines	Self assessment, peer assessment	A&C: LO1 AS10	FAL: LO5 AS3
VA1. Working with colour, patterns and symbols 2. Patterns: natural and created	1 week	31-33	Identifying patterns	Set squares, compasses, cups	Self assessment, peer assessment, group assessment	A&C: LO1 AS10	M: LO2 AS1
VA 1. Working with colour, patterns and symbols 3. The power of symbols	1 week	33-36	Identifying symbols, creating a work to highlight a human right, speaking about human rights	Learner's Book, Teacher's Guide	Self assessment, group assessment	A&C: LO1 AS10 A&C: LO2 AS6	SS(H): LO3 AS1 LOR: LO1 AS4
DR 1. All the world's a stage 1. What is needed for a performance?	1 week	54-56	Creating a venue for performance	Drawing materials	Self assessment	A&C: LO1 AS2, 5	
DR 1. All the world's a stage 2. Being someone else	1 week	56-58	Creating a character	Learner's Book, Teacher's Guide, chair, table, newspapers	Formal assessment, self assessment, peer assessment	A&C: LO1 AS1, 4, 5 A&C: LO2 AS7	
DR 1. All the world's a stage 3. Growing your character	1 week	58-61	Playing a character	Learner's Book, Teacher's Guide, kokis, character poster	Formal assessment, self assessment	A&C: LO1 AS5	LOR: LO3 AS1, 3
M 1. Get with the beat! 1. What is rhythm?	1 week	79-81	Identifying recurring beats, performing a repeating rhythmic pattern, using symbols to indicate strong and weak beats	Learner's Book, Teacher's Guide	Formal assessment, self assessment	A&C: LO1 AS2, 6 A&C: LO3 AS4	FAL: LO2 AS3
M 1. Get with the beat! 2. Notating rhythm	1 week	81-83	Applying symbols in a complex way as a means of recording and indicating strong and weak beats and silence	Folk songs, instruments	Formal assessment, self assessment, group assessment	A&C: LO1 AS6, 10 A&C: LO2 AS7 A&C: LO3 AS4	FAL: LO1 AS4 M: LO2 AS6

	Module and Unit	Time allocation	TG page reference	Arts and Culture skills focus	Resources needed	Assessment strategies	Arts and Culture LOs and ASes	Integration with other Learning Areas
Grade 7	M 1. Get with the beat! 3. Drums and rhythm	1 week	83-86	Identifying rhythmic patterns in dance	Learner's Book, instruments	Formal assessment, self assessment, group assessment	A&C: LO1 AS 12 A&C: LO2 AS4, 5 A&C: LO4 AS3	FAL: LO4 AS1 NS: LO2 AS2
	DA 1. Let's move it 1. Are we ready?	1 week	105-107	Creating a dance work	Large ball, newspaper	Self assessment	A&C: LO2 AS 8 A&C: LO1 AS1	FAL: LO1 AS4 LOR: LO3 AS4 LOR: LO4 AS2
	DA 1. Let's move it 2. The rhythm of life	1 week	107-109	Creating dance moves	Learner's Book, Teacher's Guide	Formal assessment, group assessment	A&C: LO1 AS1	LOR: LO1 AS1, 3 LOR: LO4 AS2
	DA 1. Let's move it 3. The basics	1 week	109-112	Presenting a finished dance work to an audience	Learner's Book, Teacher's Guide	Formal assessment, self assessment, peer assessment	A&C: LO1 AS2, 3, 5, 7	LOR: LO3 AS4
	VA 2. National and cultural heritage 1. Why conserve an indigenous language?	1 week	36-38	Sound clicks, illustrating a poem, multilinguism	Learner's Book, Teacher's Guide	Self assessment	A&C: LO1 AS10, 13 A&C: LO3 AS3	
	VA 2. National and cultural heritage 2. Heritage is important	1 week	38-41	Planning and building a small-scale monument	Map of South Africa, scrap material	Self assessment, group assessment	A&C: LO1 AS13 A&C: LO2 AS6 A&C: LO3 AS6	T: LO1 AS9, 10
	VA 2. National and cultural heritage 3. Research project	1 week	41-43	Acquiring information from a variety of sources	Learner's Book, Teacher's Guide	Self assessment, peer assessment	A&C: LO2 AS6	SS(H): LO1 AS2
	DR 2. Playtime 1. Improvisation	1 week	61-64	Repairing voice for speech	Learner's Book, Teacher's Guide	Formal assessment, self assessment, peer assessment, group assessment	A&C: LO1 AS1, 4 A&C: LO3 AS2, 3	FAL: LO1 AS4
	DR 2. Playtime 2. Working with a partner	1 week	64-65	Communicating effectively	Blindfold	Self assessment, group assessment	A&C: LO1 AS5 A&C: LO3 AS1, 2	LOR: LO3 AS4
	DR 2. Playtime 3. Different dialogues	1 week	65-67	Conducting an interview	Learner's Book, Teacher's Guide	Self assessment, peer assessment	A&C: LO1 AS5 LO4 AS2	FAL: LO1 AS1
M 2. Rhythm and melody 1. Expressing mood through music	1 week	87-89	Differentiating between moods and how they are expressed in music	Music, pictures of musicians	Formal assessment, self assessment, group assessment	A&C: LO1 AS7 A&C: LO2 AS7	SS(H): LO2 AS3 LOR: LO1 AS4 T: LO3 AS3	
M 2. Rhythm and melody 2. Make a simple chordophone	1 week	89-91	Building own musical instrument	Learner's Book, Teacher's Guide	Self assessment, group assessment, peer assessment	A&C: LO2 AS4, 5 A&C: LO3 AS4, 5	FAL: LO3 AS4 M: LO2 AS2 T: LO1 AS9	

	Module and Unit	Time allocation	TG page reference	Arts and Culture skills focus	Resources needed	Assessment strategies	Arts and Culture LOs and ASes	Integration with other Learning Areas
Grade 7	M 2. Rhythm and melody 3. More about chordophones	1 week	91-93	Working in a group	Learner's Book, Teacher's Guide	Formal assessment, self assessment	A&C: LO1 AS12 A&C: LO2 AS5 A&C: LO4 AS3	SS(H): LO2 AS1 T: LO3 AS1
	DA 2. Dance in motion 1. Dance elements	1 week	112-114	Choreography using improvisation	Learner's Book	Formal assessment	A&C: LO1 AS2, 5 A&C: LO2 AS7, 8 A&C: LO3 AS1	
	DA 2. Dance in motion 2. Improvisation	1 week	114-116	Working as a group	Newspapers, photographs	Self assessment	A&C: LO1 AS2 A&C: LO2 AS7, 8 A&C: LO3 AS3 A&C: LO4 AS1	FAL: LO1 AS4
	DA 2. Dance in motion 3. Choreography – step by step	1 week	116-118	Creating a dance work	Learner's Book	Self assessment, group assessment	A&C: LO1 AS2, 7 A&C: LO2 AS7	LOR: LO3 AS1
	VA 3. The role of heritage 1. Cultural identities	1 week	43-44	Participating in Heritage Day, cross-referencing information	Learner's Book, Teacher's Guide	Self assessment, group assessment	A&C: LO4 AS4	SS(H): LO1 AS2
	VA 3. The role of heritage 2. Cultural and heritage sites	1 week	44-46	Use a chart as a reference, make a work for exhibition	Map of South Africa, heritage sites	Formal assessment, self assessment, group assessment	A&C: LO1 AS13 A&C: LO2 AS7, 8 A&C: LO3 AS6 A&C: LO4 AS4	SS(H): LO3 AS4
	VA 3. The role of heritage 3. Art, craft and culture	1 week	46-50	Making artwork, creating a mural, identifying problems and creating solutions	Variety of material for poster and stencil making, newspaper, cardboard box	Self assessment, peer assessment	A&C: LO1 AS10, 11 A&C: LO3 AS6	
	DR 3. Practice, performance and performers 1. Skills, practice and creativity	1 week	67-70	Creating a script, research and reflection	Video machine, video of <i>Sarafina</i> , books, magazines	Formal assessment	A&C: LO1 AS1, 4, 12, 13 A&C: LO3 AS3	LOR: LO2 AS4 SS(H): LO1 AS2
	DR 3. Practice, performance and performers 2. Understand and use theatre terms	1 week	70-71	Creating a performance, creating a script	Learner's Book, Teacher's Guide	Self assessment, group assessment	A&C: LO1 AS5 A&C: LO3 AS3	
	DR 3. Practice, performance and performers 3. Ending off the year	1 week	71-74	Creating a performance, creating a script	Learner's Book	Formal assessment, self assessment, group assessment	A&C: LO1 AS5 A&C: LO3 AS2	LOR: LO1 AS3
M 3. Expressing personal experiences 1. Notating melody	1 week	93-96	Creating and performing music	Learner's Book, paper	Formal assessment, self assessment	A&C: LO1 AS8, 9 A&C: LO2 AS5	FAL: LO3 AS4	

Grade 7	Module and Unit	Time allocation	TG page reference	Arts and Culture skills focus	Resources needed	Assessment strategies	Arts and Culture LOs and ASes	Integration with other Learning Areas
	M 3. Expressing personal experiences 2. Aerophones	1 week	96-98	Making own musical instrument	Learner's Book	Formal assessment, self assessment, group assessment	A&C: LO1 AS7 A&C: LO2 AS3 A&C: LO3 AS5	FAL: LO3 AS4 T: LO1 AS9
	M 3. Expressing personal experiences 3. Using your skills to raise money	1 week	98-101	Using products in new contexts	Products already generated by learners	Formal assessment, self assessment	A&C: LO1 AS9 A&C: LO2 AS8	FAL: LO1 AS4
	DA 3. Dance collage 1. Building trust	1 week	118-119	Trust and nonverbal communication	Learner's Book, Teacher's Guide	Formal assessment, self assessment, peer assessment	A&C: LO3 AS1	
	DA 3. Dance collage 2. Let's explore	1 week	119-122	Research, analysis and interpretation	Posters	Formal assessment, group assessment	A&C: LO1 AS13 A&C: LO4 AS3	SS(H): LO3 AS3 LOR: LO2 AS4
	DA 3. Dance collage 3. Performance skills	1 week	122-124	Presenting a dance work to an audience	Musical instruments	Formal assessment, group assessment	A&C: LO1 AS3, 12 A&C: LO2 AS8 A&C: LO3 AS3	SS(H): LO1 AS2

Grade 8								
Grade 8	Module and Unit	Time allocation	TG page reference	Arts and Culture skills focus	Resources needed	Assessment strategies	Arts and Culture LOs and ASes	Integration with other Learning Areas
	DR 1. My world, my stage 1. Whose world is this anyway?	1 week	49-51	Warm-up, reflection, set design		Set design, journal	A&C: LO1 AS4 A&C: LO2 AS2	
	DR 1. My world, my stage 2. Playing a role in this world	1 week	51-54	Warm-up, reflection, making a poster		Warm-up routine, poster	A&C: LO1 AS5 A&C: LO2 AS2 A&C: LO4 AS3, 4	LOR: LO3 AS1 LOR: LO4 AS3
	VA 1. Pop culture, mass media and artworks 2. Pop culture and the mass media	2 weeks	20-22	Reflection of pop culture in art processes and products, making a poster	Magazines	Art products, journal, poster	A&C: LO1 AS1 A&C: LO4 AS6	HL: LO5 AS1 FAL: LO4 AS2
	VA 2. Prepare for your future 3. Mass media and ethics	1 week	29-32	Bias and propaganda in the media, writing a letter to a newspaper	Magazines, newspapers, recordings of radio and television talk shows, tape or CD player	Presentation, letter	A&C: LO4 AS6	LOR: LO2 AS4 HL: LO1 AS2 HL: LO4 AS2
	M 1. Music and words 1. What do the lyrics mean?	½ week	99-101	Reflection	Examples of stereotyping lyrics, melodica or other means of setting the correct pitch, scores	Journal	A&C: LO4 AS5	

	Module and Unit	Time allocation	TG page reference	Arts and Culture skills focus	Resources needed	Assessment strategies	Arts and Culture LOs and ASes	Integration with other Learning Areas
Grade 8	M 2. Making music 1. Reading music in a new key	½ week	106-108	Reflection		Journal	A&C: LO4 AS5	
	DA 1. Exploring dances from popular cultures 3. Creating an advertisement	2 weeks	78-80	Discussion, conceptualisation, choreography, performance	Tape or CD player, music tapes or CDs	Presentation	A&C: LO1 AS1 A&C: LO2 AS6, 7, 8, 9	HL: LO1 AS1, 4, 5 HL: LO2 AS1, 5
	VA 1. Pop culture, mass media and artworks 3. Analyse an artwork	1 week	22-25	Analysis of artwork, drawings about culture and heritage		Analysis of artwork, drawings	A&C: LO2 AS5	
	VA 3. Art for the people 2. Understanding art	1 week	35-36	Analysis of composition, style, subject matter		Journal	A&C: LO2 AS5, 7	
	DR 2. Playtime 2. The culture of praise	1 week	59-61	Analysis and interpretation of praise poem, writing a praise poem		Poem, preparation for performance	A&C: LO1 AS6 A&C: LO2 AS2, 7 A&C: LO4 AS1	HL: LO3 AS5 HL: LO4 AS3 LOR: LO2 AS4
	DR 3. Practice, performance and performers 1. The Arts and cultural change	1 week	63-65	Warm-up, reflection, improvisation and presentation		Performance, improvisation	A&C: LO1 AS5, 6 A&C: LO2 AS2, 7	LOR: LO2 AS4 LOR: LO4 AS3 SS(H): LO3 AS1
	DA 1. Exploring dances from popular cultures 1. Popular dance styles of the twentieth century	2 weeks	72-75	Research, presentation, performance	Tape player, CD player, audio tapes, CDs, television, video player, resource videos, DVD player, DVDs, musical excerpts listed in the Learner's Book, reference works, Internet access	Research paper, presentation, performance	A&C: LO1 AS1 A&C: LO2 AS1, 7 A&C: LO4 AS2	SS(H): LO1 AS1 SS(H): LO2 AS1 HL: LO2 AS1, 4, 5 HL: LO3 AS4, 9 HL: LO4 AS2, 4 HL: LO5 AS2, 3
	M 3. Music with a purpose 3. Music has different purposes	1 week	116-122	Investigation of functions of music, learning a song, research	Reference works, Internet access	Presentation	A&C: LO1 AS8 A&C: LO3 AS3	SS(H): LO1 AS1
	VA 3. Art for the people 1. The arts can document human rights abuses	1 week	32-35	Research, reflection	Extracts from human rights document, articles about and images of human rights violations, sculpture and two-dimensional artworks documenting human rights violations	Journal, drawings	A&C: LO2 AS7	SS(H) LO1 AS1

	Module and Unit	Time allocation	TG page reference	Arts and Culture skills focus	Resources needed	Assessment strategies	Arts and Culture LOs and ASes	Integration with other Learning Areas
Grade 8	VA 2. Prepare for your future 1. Events, design and showtime	1 week	25-27	Working with a questionnaire	Computer fonts, stickers	Art products	A&C: LO2 AS6	
	DA 1. Exploring dances from popular cultures 2. Power, gender and disability in dance	1 week	75-78	Investigation, discussion	Resources on traditional dances and integrated dance, library and Internet access, atlases	Investigation, discussion, journal	A&C: LO2 AS1, 7	HL: LO2 AS2, 4 HL: LO3 AS4, 8, 9 HL: LO5 AS2 LOR: LO2 AS4
	M 2. Making music 3. Making music together	1 week	111-113	Investigation, performance	Library and Internet access, atlases	Performance	A&C: LO2 AS3	SS(H): LO1 AS1
	M 1. Music and words 3. It's my music, not yours ...	1 week	104-106	Investigation		Answering questions	A&C: LO2 AS6	
	DR 2. Playtime 1. This is what I'm saying	1 week	57-59	Warm-up, investigation, performance, discussion		Warm-up routine, performance	A&C: LO1 AS5 A&C: LO2 AS2, 6, 7	HL: LO2 AS1
	DR 3. Practice, performance and performers 2. Improvising for performance	2 weeks	65-68	Preparation of performance, performance	Costumes, props	Journal, performance, script	A&C: LO1 AS6 A&C: LO2 AS7, 8 A&C: LO4 AS3	HL: LO2 AS5 HL: LO4 AS1
	VA 2. Prepare for your future 2. High school, tertiary education and careers	2 weeks	27-29	Research	Career information, articles and pictures about artistic disciplines	Presentation, research	A&C: LO3 AS4	LOR: LO5 AS1, 3, 5
	DR 1. My world, my stage 3. Taking my place on the stage	2 weeks	54-57	Reflection, research		Pamphlet, analysis of advertisement	A&C: LO1 AS5 A&C: LO2 AS7 A&C: LO4 AS3	LOR: LO2 AS1 LOR: LO3 AS2 LOR: LO4 AS3 LOR: LO5 AS1
	DA 2. Dancing into your future 1. An overview of careers in dance	1 week	80-83	Investigation, discussion	Internet access	Investigation, discussion	A&C: LO3 AS1	LOR: LO5 AS1, 2, 3
	DA 2. Dancing into your future 2. Interviews with dance practitioners	1 week	83-84	Investigation		Conclusions	A&C: LO3 AS1	HL: LO3 AS4 LOR: LO5 AS1, 2, 3
	DA 2. Dancing into your future 3. Debating a career in dance	1 week	84-86	Research, debate	Internet access	Presentation, research, debate	A&C: LO3 AS1	HL: LO2 AS2, 4, 5 HL: LO4 AS2, 4 HL: LO5 AS2, 3 LOR: LO5 AS1, 2, 3

	Module and Unit	Time allocation	TG page reference	Arts and Culture skills focus	Resources needed	Assessment strategies	Arts and Culture LOs and ASes	Integration with other Learning Areas
Grade 8	M 3. Music with a purpose 2. Career opportunities in music	1 week	115-116	Research	Internet access, newspapers	Investigation, research	A&C: LO2 AS7 A&C: LO3 AS3 A&C: LO4 AS5	LOR: LO5 AS1

GRADE 9

Term 1	Drama	Visual Arts	Dance	Music
Weeks 1-10	M1U1: Leaders and followers M1U2: In other people's shoes	M1U1: Visual workout M1U2: Beauty and me M1U3: My private culture	M1U1: Warming-up and skill-building (weeks 1-10) M1U2: Trusting yourself, trusting others	M1U1: Local music in a global Context M1U2: Music and technology M1U3: More about music and technology
Term 2	Drama	Visual Arts	Dance	Music
Weeks 1-10	M2U1: Elements of drama M2U2: Visualising the play in production M2U3: Reviewing a performance	M2U1: Images and symbols M2U2: Images and dreams M2U3: Images and storytelling	M1U1: Warming-up and skill-building (weeks 1-10) M1U3: Dance-making (weeks 1-5) M2U1: The Arts in society (weeks 6-10)	M2U2: Learning about time signatures M2U3: Combining art forms
Term 3	Drama	Visual Arts	Dance	Music
Weeks 1-10	M3U1: Mass media M3U2: From melodrama to movies M3U3: The world of soap opera	M3U1: Becoming an artist M3U2: A great African artist M3U3: Showing our stuff!	M1U1: Warming-up and skill-building (weeks 1-10) M2U2: Really watching dance M2U3: Making a social dance: gumboot dancing	M3U1: Choral music (Activities 1 and 2) M3U2: Making sound effects with your voice M3U3: Assuming different roles (Activities 1-3)
Term 4	Drama	Visual Arts	Dance	Music
Weeks 1-10	Preparing and performing an integrated arts project: Option 1 or Option 2			

5.3 Learning Station Arts and Culture Lesson Plan (Senior Phase)

ARTS AND CULTURE EXAMPLE	
Learning Area: Arts and Culture Grade: 8 Activity/Unit: Develop your drawing skills Date: Duration: 1 Week	
Arts and Culture LO and AS: I. 8.1	Integration LO and AS: none
Looking backward at:	Looking forward to:
Content: Drawing techniques	
Learning activities: TG reference P. 31-33 Activity 1: Draw from observation Activity 2: Circle and ellipses Activity 3: Symmetry and ellipses Activity 4: Drawing natural objects Activity 5: Drawing manufactured objects Activity 6: Do design drawings for footwear	
Planned assessment (recording) <input type="checkbox"/> Written work <input type="checkbox"/> Presentation <input type="checkbox"/> Role-play <input type="checkbox"/> Drama <input type="checkbox"/> Journals <input type="checkbox"/> Logs <input checked="" type="checkbox"/> Graphic representation <input type="checkbox"/> Tests <input type="checkbox"/> Essays <input type="checkbox"/> Debates <input type="checkbox"/> Interviews <input type="checkbox"/> Field work/site visits <input type="checkbox"/> Oral report	Resources: Objects that look like lines. Pencils; pen; marker; paper; wax crayons; household objects; koki; paint; toys
Expanded opportunities: Teachers Guide reference P. 33	Teacher reflection: To be completed by teacher. Answer these questions: <ul style="list-style-type: none"> ● Were the outcomes met? ● Did the activities strengthen learners understanding? ● What did the teacher do to support the learners? ● What does the teacher need to do to improve the presentation of the next learning unit?

ARTS AND CULTURE	
Learning Area: Grade: Activity/Unit: Date: Duration:	
Arts and Culture LO and AS:	Integration LO and AS:
Looking backward at:	Looking forward to:
Content:	
Learning activities: TG reference:	
Planned assessment (recording) <input type="checkbox"/> Written work <input type="checkbox"/> Tests <input type="checkbox"/> Presentation <input type="checkbox"/> Oral report <input type="checkbox"/> Role-play <input type="checkbox"/> Field work/site visits <input type="checkbox"/> Drama <input type="checkbox"/> Interviews <input type="checkbox"/> Journals <input type="checkbox"/> Debates <input type="checkbox"/> Logs <input type="checkbox"/> Essays <input type="checkbox"/> Graphic representation	Resources:
Expanded opportunities:	Teacher reflection:

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6. Technology

6.1 Learning Station Technology Learning Programme

Grade 7				
	Term 1	Term 2	Term 3	Term 4
LOs and ASes	T: LO1 ASI, 2, 3, 4, 9, 10 T: LO2 ASI, 2 T: LO3 ASI, 2, 3	T: LO1 ASI, 2, 4, 6, 8, 9, 10, 14, 15 T: LO3 AS3	T: LO1 ASI, 2, 4, 5, 6, 7, 12, 14 T: LO2 AS2 T: LO3 ASI	T: LO1 AS3, 7, 8, 10, 11, 12, 15 T: LO2 AS3, 4
Core knowledge and concepts	<ul style="list-style-type: none"> Structures Processing Indigenous technology and culture Impact of technology Bias in technology 	<ul style="list-style-type: none"> Impact of technology Bias in technology 	<ul style="list-style-type: none"> Processing Indigenous technology and culture 	<ul style="list-style-type: none"> Systems and control
Context	The history of housing in South Africa	Design in the technological environment	The history, impact, and value of textiles; food in the cultural context	The uses, impact, and value of energy and electricity
Resources	Photographs of different styles of structures inhabited by indigenous groups; pictures of different types of structures; examples of materials used in building; pictures of organic and inorganic materials; plank; elastic strips; metal beams; dowels; an empty ballpoint pen; cylindrical objects; pictures of zebras; scrap paper; rolled paper tubes; small bridge made of paper tubes	Sticky tape; superglue; cardboard; glue; thumb tacks; sheet; grid paper; empty cassette holder; drawing paper; computer; red, blue and yellow crayons, pencils or paint; brushes; compasses or lids; colour wheel; bicycle; brick or large box; empty containers; paint	Samples and pictures of materials made from textiles; samples and pictures of textile fibres; samples and pictures of textile products; pictures of the development of textiles; samples of artificial textiles; examples of textile design; samples of different products of the same type; source material for research; eggs; kitchen equipment	Light switch; light bulb; examples of different sources of energy; pictures of power stations; electrical appliances used in the home; pictures of atoms; balloons; wool; torch batteries; soldering irons; soldering stand; sponges; solder; wire; pliers; crocodile clips/clothes pegs; syringes without needles; plastic fish tank pipes; bowl/bucket of water; a car jack cut in half lengthwise (if possible); cardboard; straws/ice-cream sticks

Grade 8				
	Term 1	Term 2	Term 3	Term 4
LOs and ASes	T: LO1 ASI, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14 T: LO2 ASI, 2 T: LO3 ASI, 2	T: LO1 ASI, 2, 4, 6, 8, 13 T: LO2 AS2 T: LO3 AS2, 3	T: LO1 AS3, 4 T: LO2 AS3, 4	Not applicable
Core knowledge and concepts	<ul style="list-style-type: none"> Structures Processing Indigenous technology and culture Impact of technology 	<ul style="list-style-type: none"> Processing Impact of technology Bias in technology 	<ul style="list-style-type: none"> Systems and control 	Not applicable
Context	The uses, safety, and impact of structures	The history, development, uses, and impact of packaging; packaging in South Africa	The uses and value of mechanical, electric, hydraulic, and pneumatic systems	Skill in the technological environment

	Term 1	Term 2	Term 3	Term 4
Grade 8	Resources Illustrations of the functions of pillars; pictures of different shapes of structures; examples of trusses, cables and struts; corrugated cardboard; plastic; cardboard; variety of cardboard strips; paperclips; pictures of forces; strips of cardboard, corrugated cardboard, chipboard, plastic; tension cable/nylon rope/thread; paperclips/split pins; 1 m x 10 mm x 5 mm strips of balsa wood; polystyrene containers; table; book; block of wood; containers of wet sand	Variety of packaging materials; variety of packaging in which products can be posted; examples of natural and commercial packaging; Kellogg's cardboard container; polystyrene coffee cup; knife; fork; egg box; sweet packaging; peppermint packaging; examples of packaging in South Africa in the past; flip chart paper	Thumbtacks; cardboard; A5 double corrugated cardboard; plastic caps; straws; old gears/gears from a Lego set; cells; a switch; connection wire; syringes without needles; plastic fish tank pipes; bowl/bucket of water	Not applicable

GRADE 9	Term 1 (Module 1)	Term 2 (Module 2)	Term 3 (Module 3)	Term 4 (Module 4)
LOs and ASes	T: LO1 <ul style="list-style-type: none"> • Investigate • Design • Make • Evaluate • Communicate 	T: LO1 <ul style="list-style-type: none"> • Investigate • Design • Make • Evaluate T: LO2 <ul style="list-style-type: none"> • Structures • Processing T: LO3 <ul style="list-style-type: none"> • Indigenous Technology and Culture • Impact of Technology 	T: LO1 <ul style="list-style-type: none"> • Investigate • Design • Make • Evaluate • Communicate T: LO2 <ul style="list-style-type: none"> • Processing T: LO3 <ul style="list-style-type: none"> • Impact of Technology • Bias in Technology 	T: LO1 <ul style="list-style-type: none"> • Investigate • Make • Evaluate • Communicate T: LO2 <ul style="list-style-type: none"> • Systems and control T: LO3 <ul style="list-style-type: none"> • Impact of Technology
Core knowledge and concepts	Unit 1: More about drawings Unit 2: Learn more about design Unit 3: Develop your process skills	Unit 1: Properties of materials Unit 2: Materials and their uses in the past Unit 3: Static and dynamic forces Unit 4: The properties of materials	Unit 1: Iron and steel products Unit 2: Plastics Unit 3: Processing food Unit 4: Recyclable materials	Unit 1: Mechanical systems Unit 2: Pneumatic and hydraulic systems Unit 3: Electronics
Context	Develop your skills	Structures	Processing materials	Systems and control
Resources needed	Resources stated in Teacher's Guide and Learner's Book	Resources stated in Teacher's Guide and Learner's Book	Resources stated in Teacher's Guide and Learner's Book	Resources stated in Teacher's Guide and Learner's Book

6.2 Learning Station Technology Work Schedules

Grade 7								
Module and Unit	Time allocation	TG page reference	Technology skills focus	Resources needed	Assessment strategies	Technology LOs and ASes	Integration with other Learning Areas	
Grade 7	1. Structures Kinds of structures and their functions	2 weeks	2-11	Investigate	Photographs of different styles of structures inhabited by indigenous groups, examples of different structures from different contexts, examples of different structures that demonstrate different functions, illustrations of housing structures for different population groups, examples of building materials, photographs and/or illustrations of organic and inorganic materials, examples that demonstrate the properties of materials, photographs and/or transparencies that demonstrate the concepts of strength, sturdiness, stability, and the different forces applied to a structure, wooden plank, elastic strips, metal beams of different profiles, one or two dowels	Written answers in table, rubrics, group work (participation, cooperation, organisation), poster	T: LO1 AS1 T: LO2 AS1,2 T: LO3 AS1,2,3	SS(H): LO1 AS2 FAL: LO1 AS3, 4 FAL: LO3 AS3, 4 FAL: LO5 AS3

Module and Unit	Time allocation	TG page reference	Technology skills focus	Resources needed	Assessment strategies	Technology LOs and ASes	Integration with other Learning Areas
1. Structures Strengthening of material	2 weeks	12–16	Investigate, make	Scissors, an empty ballpoint pen, paper, ruler, cylindrical shapes of different diameters and materials, illustrations of zebras, illustrations, photographs, pictures, etc. to explain the different concepts regarding the sturdiness of a structure, about 25 strips of stiff cardboard, a punch, about 30 paper fasteners	Practical work, rubrics, group work (participation, cooperation, organisation), oral feedback on group work	T: LO1 AS1,3 T: LO2 AS1,2	LOR: LO3 AS4, 5 M: LO2 AS1, 6 FAL: LO1 AS3, 4 FAL LO2 AS2 FAL: LO5 AS2, 3
1. Structures Stability of structures	2 weeks	17–21	Investigate, make	Clean sheets of A4 drawing paper, normal typing paper (cut into squares), toothpicks, elastic bands, kebab skewers, glue, ruler, scissors, compass, awl, pencil, scrap paper, a reasonable supply of rolled paper tubes, a small bridge made from paper tubes	Practical work, rubrics, written work, formal test	T: LO1 AS1,3 T: LO2 AS1	LOR: LO3 AS4 M: LO2 AS1 FAL: LO1 AS4 FAL: LO5 AS2
1. Structures Scarf and joint techniques	2 weeks	21–23	Investigate, make	Clean sheets of A4 drawing paper, normal typing paper (cut into squares), toothpicks, kebab skewers, glue, ruler, scissors, compass, awl, pencil	Written work, group discussion, debate, portfolio work	T: LO1 AS1,3 T: LO2 AS1	M: LO2 AS1 FAL: LO1 AS4 FAL: LO2 AS2
2. Design You can also design	2 weeks	25–27	Investigate, design, make	Pencil, pen, sharpener, eraser, pencil bag	Group discussion, oral feedback on group work, rubrics, written work	T: LO1 AS1,2,3	A&C: LO1 AS10 FAL: LO2 AS2

Grade 7

	Module and Unit	Time allocation	TG page reference	Technology skills focus	Resources needed	Assessment strategies	Technology LOs and ASes	Integration with other Learning Areas
Grade 7	2. Design Design and plan ideas	2 weeks	28–34	Design, make, communicate	Work sheet (see Appendix 1), scissors, sticky tape, superglue, paper, cardboard, glue, table with flat surface, thumb tacks, a sheet, grid with square blocks (see Appendix 2), the house that was made in Topic 1, Activity 1, empty cassette holder, drawing paper, ruler, eraser, computer	Model, communication of design ideas, rubrics, 2D drawings, 3D drawings, drawing a plan, developing an order for making, computer skills	T: LO1 AS2,3,5	A&C: LO1 AS10 FAL: LO2 AS2 M: LO2 AS1 M: LO3 AS4
	2. Design Design successfully	2 weeks	34–39	Investigate, design	Examples of items shown in the illustrations of the activity	Rubrics, written work, oral feedback on pair work, oral feedback on group work (control list)	T: LO1 AS1,2 T:LO3 AS2,3	A&C: LO4 AS4 FAL: LO2 AS2 FAL: LO3 AS4 FAL: LO4 AS1 FAL: LO5 AS2, 3
	2. Design Design with taste	2 weeks	39–44	Design, make, communicate	A4 paper, coloured pencils, or powder paint (red, blue, yellow) and brushes, pair of compasses, or lids and caps, pencils, colour wheel, a bicycle, HB pencils, drawing sheets, a brick, or large cardboard box, empty containers of different sizes and shapes, scissors, paint, glue	Group work, rubrics, design of attractive product (e.g. poster or advertisement), oral presentation, shading shapes, model	T: LO1 AS2,3,5 T: LO3 AS2	M: LO3 AS1 A&C: LO1 AS10 A&C: LO4 AS4 FAL: LO2 AS2 FAL: LO3 AS4 FAL: LO5 AS1, 3

Module and Unit	Time allocation	TG page reference	Technology skills focus	Resources needed	Assessment strategies	Technology LOs and ASes	Integration with other Learning Areas
3. Processing of textiles and food Fabric and textile	2 weeks	46–52	Investigate, communicate	Samples of materials made of different textiles such as cotton, linen and wool, pictures of textiles, magazines, samples of different textile fibres such as cotton, linen and wool, pictures of textile fibres, samples of different textile products such as cotton, linen and wool, pictures of textile products	Group work (participation, cooperation, organisation), oral feedback on group work, rubrics, written work, research assignment (essay), poster	T: LO1 AS1,5 T: LO2 AS2 T: LO3 AS1	FAL: LO3 AS4 FAL: LO4 AS1 FAL: LO5 AS2 EMS: LO1 AS1
3. Processing of textiles and food Processing of textile	2 weeks	53–57	Investigate, design, make, evaluate, communicate	Examples of how textiles were used in prehistoric times, pictures of the development of textiles over the years, examples of new textiles which are manufactured artificially, examples of designs, samples of different products of the same type to compare	Oral feedback, essay, group discussion, backpack design, research assignment for portfolio, model, rubrics	T: LO1 AS1,2,3,4,5 T: LO2 AS2	FAL: LO1 AS4 FAL: LO4 AS1 FAL: LO5 AS2 A&C: LO1 AS10, 11 LOR: LO3 AS2 M: LO4 AS2
3. Processing of textiles and food Processing food	2 weeks	58–60	Investigate, design, make, evaluate, communicate	Source material depicting various processing methods, eggs, milk, salt, pepper, bread, butter/margarine, bacon, measuring spoons, soup plate, eggbeater, bread knife, frying pan, kitchen scissors	Group work, research assignment, written or oral feedback, written test, brochure, Mother's Day card, rubrics	T: LO1 AS1,2,3,4,5 T: LO2 AS2	FAL: LO3 AS4 FAL: LO4 AS1
3. Processing of textiles and food Methods of processing food	2 weeks	60–61	Investigate, design, make, evaluate, communicate	Source material on food in other countries, source material on food, culture and religion	Group work, research assignment, booklet, oral feedback, rubrics	T: LO1 AS1,2,3,4,5 T: LO2 AS2	FAL: LO3 AS4 FAL: LO4 AS1

Grade 7

	Module and Unit	Time allocation	TG page reference	Technology skills focus	Resources needed	Assessment strategies	Technology LOs and ASes	Integration with other Learning Areas
Grade 7	4. Systems and control What is an energy system?	2 weeks	63–64	Investigate, communicate	A normal light switch, a light bulb, examples of different sources of energy, colour pictures of, for example, power stations, examples of electrical appliances used in the home	Block diagram, research assignment, written answers in table, rubrics	T: LO1 AS1,5 T: LO2 AS3	FAL: LO1 AS4 FAL: LO2 AS4 FAL: LO5 AS2 M: LO5 AS5
	4. Systems and control Introduction to electricity	2 weeks	65–69	Investigate, design	Colour pictures of atoms, etc., balloons, wool/jersey, ordinary torch batteries, soldering-irons, soldering stand, sponges for stand, soldering wire, pliers, crocodile clips or clothes pegs	Group discussion, feedback on blackboard, written work, research assignment, alarm system, rubrics	T: LO1 AS1,2 T: LO2 AS3	FAL: LO1 AS3, 4 FAL: LO2 AS2, 3, 4 FAL: LO3 AS4 FAL: LO4 AS1 FAL: LO5 AS3 SS(H): LO1 AS1, 3, 4 NS: LO1 AS2, 3 A&C: LO1 AS10
	4. Systems and control Hydraulics	2 weeks	69–73	Investigate	Syringes (without the needles), plastic pipes (the kind used in fish tanks), a bowl/bucket of water, an old car jack cut lengthwise (if possible)	Research assignment (for portfolio), written work, rubrics	T: LO1 AS1 T: LO2 AS3	FAL: LO3 AS4 M: LO1 AS6
	4. Systems and control Mechanical systems	2 weeks	73–75	Investigate	Any objects that indicate different kinds of movement, cardboard, cold drink straws or ice-cream sticks	Complete table, assignment	T: LO1 AS1 T: LO2 AS3	AL: LO2 AS2

Grade 8								
	Module and Unit	Time allocation	TG page reference	Technology skills focus	Resources needed	Technology LOs and Ases	Integration with other Learning Areas	
Grade 8	1. Structures Structural components	2 weeks	20–29	Investigate, design, make, evaluate, communicate		T: LO1 AS1, 2, 3, 4 T: LO2 AS1, 2 T: LO3 AS1, 2	FAL: LO3 AS4 FAL: LO4 AS1	
	1. Structures Strengthening techniques for frame structures	2 weeks	30–37	Investigate, design, make, evaluate, communicate	Stiff cardboard, toothpicks, skewers	T: LO1 AS1, 2, 3, 4 T: LO2 AS1, 2 T: LO3 AS1, 2	FAL: LO3 AS4 FAL: LO4 AS1	
	1. Structures Stable frame structures	2 weeks	38–44	Investigate, design, evaluate		T: LO1 AS1, 2, 3, 4 T: LO2 AS1, 2 T: LO3 AS1, 2	FAL: LO3 AS4 FAL: LO4 AS1	

Module and Unit	Time allocation	TG page reference	Technology skills focus	Resources needed	Technology LOs and Ases	Integration with other Learning Areas
2. Processing of materials Examine packaging material	2 weeks	51	Investigate	Paper, plastic, glass, and tin containers	T: LO1 AS1 T: LO2 AS2	FAL: LO3 AS4 FAL: LO4 AS1
2. Processing of materials The packaging of products	2 weeks	52–56	Investigate, design, evaluate		T: LO1 AS1, 2, 4 T: LO2 AS2 T: LO3 AS3	FAL: LO3 AS4 FAL: LO4 AS1
2. Processing of materials Processed packaging material	2 weeks	57–62	Investigate	Polystyrene products (e.g. cups, plates, food containers)	T: LO1 AS1, 2 T: LO2 AS2	SS(H): LO1 AS1, 5 SS(H): LO2 AS1, 2, 3 SS(H): LO3 AS2 SS(G): LO3 AS1 FAL: LO3 AS4 FAL: LO4 AS1
2. Processing of materials The story of packaging in South Africa	2 weeks	63–68	Investigate		T: LO1 AS1, 4 T: LO2 AS2 T: LO3 AS2	FAL: LO3 AS4 FAL: LO4 AS1 SS(H): LO1 AS1 SS(H): LO2 AS1, 2, 3 SS(H): LO3 AS5 SS(G): LO1 AS1 SS(G): LO3 AS1
3. Systems and control Levers and connections	2 weeks	76–77		Pieces of cardboard, double corrugated cardboard	T: LO2 AS3	FAL: LO3 AS4 FAL: LO4 AS1 FAL: LO5 AS2
3. Systems and control Mechanical systems: Basic terminology	2 weeks	78				
3. Systems and control Pulley systems	2 weeks	79–80			T: LO2 AS3	FAL: LO5 AS2 M: LO1 AS5
3. Systems and control Gear systems	2 weeks	81–83			T: LO2 AS3	
3. Systems and control How to design movement	2 weeks	84–86	Investigate, design, make, evaluate			
3. Systems and control Electricity	2 weeks	87–89			T: LO2 AS3	FAL: LO3 AS4
3. Systems and control Hydraulic systems	2 weeks	90–93	Investigate	Plastic syringes, plastic tubes (which fit over ends of syringes)	T: LO1 AS1 T: LO2 AS3	FAL: LO3 AS4 FAL: LO5 AS2

Grade 8

GRADE 9

Module and Unit	Technology skills focus	Resources needed	Opportunities for assessment	Technology LOs and ASes	Integration with other learning areas
Module 1: Develop your skills Unit 1: More about drawings	Make, communicate	Appendices 1–6; scissors; Prestik; ruler; colouring pencils; superglue; A4 drawing paper; HB pencil; rubber; a flat surface; a small wooden block or a matchbox; orthographic grid paper; a drawing board; T-square; 60° set square; 45° set square; masking tape; coloured crayons; a broad-tipped marker; coloured paper; isometric grid; drawing instruments, if available	Rubrics; written answers	T: LO1 AS3,5	M: LO3
Unit 2: Learn more about design	Investigate, design	Existing products, such as sunglasses, mug, etc.; clipboard, pencil or pen	Rubrics	T: LO1 AS1,2	AC: LO1 AL: LO4,5 M: LO2,5
Unit 3: Develop your processing skills	Communicate	Access to a slide projector, overhead projector and computer, if possible	Rubrics; product test; summative assessment of Module 4	T: LO1 AS5	
Module 2: Structures Unit 1: Properties of materials	Investigate, design, make, evaluate, communicate	Three identical shapes, e.g. matchboxes; information on how to use various ratios for mixing cement; A4 writing or photocopy paper; thin cardboard; two strips of paper (the grain of strip A must run with the length and the grain of strip B must run across the breadth); two pencils; ten matches or beans; two strips of paper (80 mm × 50 mm); one sheet of unlined A4 paper; two sheets of typing paper (15 mm × 15 mm); one wooden skewer; one small bucket of damp sand; two chairs; a thick dowel rod or an ordinary broomstick; masking tape; five strips of paper (300 mm × 50 mm) with the grain running along the length of the paper (called strip A); five strips of paper (300 mm × 50 mm) with the grain running across the paper (called strip B); two small buckets with handles; a cup; loose, damp sand; a blunt knife or dry ballpoint pen to shape the notches and folds sharply; matches or toothpicks; plastic or metal; one or more tree stumps about 300 mm high; the ratio table for mixing cement; five concrete bars mixed according to the ratios in the table; ordinary nails; tin-plated nails; galvanised nails; steel nails; tap water; salt water, seawater or brackish water; a glass or plastic container; samples of A4 paper, plastic and foil; a broomstick; pegs or metal clamps; container that can carry weight; two sturdy surfaces that can support the ends of the broomstick; strong plastic masking tape	Completed table; group work; rubrics; formal test; written feedback	T: LO1 AS1,2,3,4 T: LO2 AS1,2 T: LO3 AS2	AL: LO1,2,3,5
Unit 2: Materials and their uses in the past	Investigate, design, evaluate	A good understanding of the contents of the unit and the materials from which the various shell structures were built; wooden canes (like those in illustration); put the canes in water the night before	Capability task; written answers; completed table; rubrics; group work	T: LO1 AS1,2,4 T: LO2 AS2 T: LO3 AS1,2	AL: LO1,2,3,5
Unit 3: Static and dynamic forces	Investigate, design, evaluate	Paper bridge; straws or ice-cream sticks; glue gun or joiner's glue; pegs; paperclips; adhesive tape; little blocks of different sizes; empty match boxes; any disposable shapes of wood or cardboard	Short test; completed table; group work; formal test; rubrics	T: LO1 AS1,2,4 T: LO2 AS2 T: LO3 AS2	M: LO3 AL: LO1,2,3,5
Unit 4: The properties of materials	Investigate, design, make, evaluate, communicate	Information about tools from the Stone Age and Iron Age; photos or examples of a ceramic bicycle frame; leather parachute; cotton Wellington boots; a disposable car made from paper; wooden running shoes; strips of wood; different kinds of metal (see examples in Learner's Book); pieces of plastic; cardboard; paper; A4 sheet of drawing paper; 20 square sheets of typing paper; five toothpicks; five elastic bands; two skewers; glue; ruler; scissors; pair of compasses or awl; pencil; four chairs; wooden plank (1 m × 300 mm); four bricks; 6 m of strong rope (preferably nylon)	Research task; capability task; two tests in Learner's Book; completed table; rubrics; summative assessment for Module 1	T: LO1 AS1,2,4 T: LO2 AS2 T: LO3 AS2	AL: LO1,2,3,5

Module and Unit	Technology skills focus	Resources needed	Opportunities for assessment	Technology LOs and ASes	Integration with other learning areas
Module 3: Processing materials Unit 1: Iron and steel products	Investigate, design, make, evaluate	A few nails; steel wool; clear glass jug, bottle or glass; water; container; battery; two leads; copper wire; metal object to electroplate; food tins or cold drink cans; see Learner's Book for kinds of tools; wire; pliers; hammer; round-nosed pliers; different thickness dowels, nails, iron pipe, etc.; soldering iron; old block or piece of wood to work and hammer on; old magazines and newspapers	Capability task; written answers; enabling task; rating code for informal assessment; rubrics; research task; group work	T: LO1 AS1,2,3,4 T: LO2 AS2	NS: LO1,2,3 AL: LO1,2,3,5 SS(H): LO1,2 SS(G): LO5 AC: LO1,4 M: LO3,4 LOR: LO3
Unit 2: Plastics	Investigate, design, make, evaluate	Matches or a lighter; pliers; scissors; plastic cold drink bottle; plastic milk bottle (must be recyclable)	Enabling task; group work; experimenting task; completed table; written answers; capability task; rating code; worksheet	T: LO1 AS1,2,3,4 T: LO2 AS2 T: LO3 AS2	NS: LO1,2,3 AL: LO1,2,3,4,5 M: LO3 SS(G): LO1,2 LOR: LO1 AC: LO1,4
Unit 3: Processing food	Investigate	None listed	Enabling task; completed table; rubrics; rating code; group work; research task; data sheet; written history; diagram; table; poster; booklet; oral feedback	T: LO1 AS1 T: LO2 AS2	NS: LO1,2 AL: LO1,2,3,4,5 LOR: LO1,3
Unit 4: Recyclable materials	Investigate, design, make, evaluate, communicate	None listed	Completed table; research task; enabling task; capability task; rubrics; rating code; summative assessment for Module 2	T: LO1 AS1 T: LO2 AS2 T: LO3 AS2,3	AL: LO1,2,3,4,5,6 LOR: LO1,3 SS(H): LO1,2,3 NS: LO3 M: LO3 EMS: LO1,4 SS(G): LO4,6 AC: LO3,4
Module 4: Systems and control Unit 1: Mechanical systems	Investigate	Examples of gears, pulleys, cam-shafts, crankshafts, levers or similar equipment; a set that has differently-sized gears (the subject adviser will be able to advise you on where to get such sets); old pulleys, if possible; empty cans and elastic bands will also suffice; examples of ordinary thread and V-thread; ordinary large screw; examples of crank systems; examples of cams	Capability task; rubrics; rating code; written answers; group work	T: LO1 AS1 T: LO2 AS3	AL: LO3,4,5 M: LO1 NS: LO1
Unit 2: Pneumatic and hydraulic systems	Investigate	Components of a compressor, if possible; 10 ml and 20 ml injections (without the needles); connecting pipes (these can be purchased from pet shops)	Oral presentation (including pictures and photographs); rubrics; capability task; rating code; diagram; written work; calculations; essay	T: LO1 AS1 T: LO2 AS3 T: LO3 AS2	AL: LO2,3,4,5 SS(H): LO1 M: LO1 NS: LO1
Unit 3: Electronics	Investigate, make	Examples of transistors; components as they are treated	Research task; rubrics; rating code; capability task; group work; summative assessment for Module 3	T: LO1 AS1,3 T: LO2 AS3	AL: LO3,4,5 NS: LO1

6.3 Learning Station Technology Lesson Plan (Senior Phase)

TECHNOLOGY EXAMPLE	
Learning Area: Technology Duration: 2 weeks	Grade: 8 Date: Week 2-4
Technology LOs and ASes: LO1 What is the impact of the use of electricity in our communities of electricity	Integration LOs and Ases: Maths: LO2
Looking backward at: The use of pneumatic system to generate power Building of electrical circuit	Looking Forward to: What electricity is used for i.e. agriculture and more
Core Knowledge: systems and control, structures, communications Content/context: The availability and the lack thereof of electricity How electricity benefit communities Building of electricity structure	
Learning activities and assessment: <ul style="list-style-type: none"> • In order to enhance learning , learners with the guidance of teachers visit places were electricity is generated • Learners develop questionnaire to be used when such visits are taking place • Learners discuss as a group how they could develop electricity circuit • Learners exploit the possibilities of how traditional ways of generating electricity could be merge with the modern way of generating electricity • Learners discuss ways of improving the ways of generating electricity • Explore ideas on how the availability power could open up business opportunity 	
Forms of assessment: <ul style="list-style-type: none"> • Research • Test • Assignment • Case study 	Resources: <ul style="list-style-type: none"> • Businesses • Textbooks • Printed media • Sources of information • People

EXAMPLE	
Learning Area: Duration:	Grade: Date:
Technology LOs and Ases:	Integration LOs and Ases:
Looking backward at:	Looking Forward to:
Core Knowledge: Content/context:	
Learning activities and assessment:	
Forms of assessment:	Resources:

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7. Natural Sciences

7.1 Learning Station Natural Sciences Learning Programme

Grade 7				
	Week 1–2	Week 3–4	Week 5–6	Week 9–12
LOs and ASes	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 2, 4	NS: LO1 AS1, 2, 3 NS: LO2 AS2, 3, 4 NS: LO3 AS1, 2	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 3, 4 NS: LO3 AS1	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 2, 4 NS: LO3 AS1
Core knowledge and concepts	<ul style="list-style-type: none"> Biodiversity enables ecosystems to sustain life and recover from changes to the environment. Classification of animals and plants. 	<ul style="list-style-type: none"> Animals, including humans, require fat, protein, carbohydrates, minerals, vitamins and water. Green plants use energy from the sun, water and carbon dioxide from the air to make food by photosynthesis. 	<ul style="list-style-type: none"> Knowledge of how to prevent the transmission of sexually transmitted diseases, including the HIVirus. 	<ul style="list-style-type: none"> Hot objects transfer energy to colder objects, until the objects reach the same temperature. Forms of energy (potential energy).
Context	Living world	Food for life	Are microbes our friends or our enemies?	Energy transfer and systems
	Week 13–14	Week 17–18	Week 19–20	Week 21–22
LOs and ASes	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 2, 3	NS: LO1 AS2, 3 NS: LO2 AS1, 3, 4 NS: LO3 AS1	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 3, 4 NS: LO3 AS1, 2	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 2, 3 NS: LO3 AS2
Core knowledge and concepts	<ul style="list-style-type: none"> Energy sources such as the wind, sun and water in high dams are renewable. Large scale electricity supply depends on generation systems which use a few energy sources such as burning coal, nuclear reactions, burning gas and falling water. Many people in South Africa use wood for heating and cooking. 	<ul style="list-style-type: none"> The earth is the third planet from the sun in a system that includes 8 other planets and their moons, and smaller objects, such as asteroids and comets. The motions of the earth and moon explain such phenomena as the day, the year, phases of the moon, and eclipses. 	<ul style="list-style-type: none"> The outer layers of the earth. Climate varies in different parts of the earth. Human activities and natural events can slightly change the composition and temperature of the atmosphere. 	<ul style="list-style-type: none"> Mining is a major industry in South Africa, with local examples in all nine provinces. It is important in terms of the supply of coal for energy, essential raw materials for other industries, employment and earnings for the country. A great number of other industries depend on the mining industry.
Context	Energy and development in South Africa	Our place in space	Atmosphere and weather	The changing earth
	Week 25–26	Week 27–28	Week 29–30	Week 31–32
LOs and ASes	NS: LO1 AS2, 3 NS: LO2 AS1, 3, 4 NS: LO3 AS1	NS: LO1 AS1, 2, 3 NS: LO2 AS3, 4 NS: LO3 AS2	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 2	NS: LO1 AS1, 2, 3
Core knowledge and concepts	<ul style="list-style-type: none"> Substances in different states have distinct properties such as crystalline structures, or compressibility/incompressibility, or tendency to diffuse. A particle model of matter can explain physical changes of substances such as melting, evaporation, condensation, solidification, diffusion and heating by conduction. Many chemical reactions need some energy to get started; many chemical reactions give off energy as they happen. 	<ul style="list-style-type: none"> Many household substances are acidic or basic. Acids and bases neutralise each other to form salts. Acids have characteristic reactions with metals, metal oxides, hydroxides and carbonates. 	<ul style="list-style-type: none"> Many household substances are acidic or basic. Acids and bases neutralise each other to form salts. 	<ul style="list-style-type: none"> Indicators are substances that react with acids and soluble bases to produce products that have distinctive colours.
Context	Matter – the building blocks of substances	Why do things taste sour?	Bases and what they are	Indicators and what they indicate

Grade 8				
	Week 1-2	Week 3-4	Week 5-6	Week 9-12
LOs and ASes	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 4 NS: LO3 AS1, 2	NS: LO1 AS1 NS: LO2 AS3 NS: LO3 AS1, 2	NS: LO1 AS1, 3 NS: LO2 AS3, 4 NS: LO3 AS1	NS: LO1 AS1, 2 NS: LO2 AS3, 4 NS: LO3 AS1
Core knowledge and concepts	<ul style="list-style-type: none"> All organisms have adaptations for survival in their habitats An ecosystem maintains numerous food webs and competition for food among different individuals and populations. 	<ul style="list-style-type: none"> Human activities result in the loss of biodiversity. 	<ul style="list-style-type: none"> Green plants make food by photosynthesis in order for the survival of all organisms living on earth 	<ul style="list-style-type: none"> Energy can be stored in a system as potential energy which have the potential to react with each other and release energy. All organisms in an ecosystem need energy from other parts of the ecosystem. Light transfers energy to other objects.
Context	Living things and living places	Harming and sustaining biodiversity	The secret lives of plants	Energy and life
	Week 13-14	Week 17-18	Week 19-20	Week 21-22
LOs and ASes	NS: LO1 AS1 NS: LO2 AS1, 3 NS: LO3 AS1	NS: LO1 AS2, 3 NS: LO2 AS1, 3 NS: LO3 AS1	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 3 NS: LO3 AS1	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 3
Core knowledge and concepts	<ul style="list-style-type: none"> Not in senior phase 	<ul style="list-style-type: none"> Gravity is the force that keeps planets in orbit around the Sun and governs the rest of the motion in the solar system. Gravity alone holds us to the Earth's surface. The Earth is the third planet from the Sun. The Sun is the central and largest body in the solar system. The Sun is the major source of energy for phenomena on the Earth's surface. 	<ul style="list-style-type: none"> The outer layers of the Earth are the atmosphere, hydrosphere and the lithosphere. We live in the biosphere, which is where all these layers interact to support life. Climate varies in different parts of the globe. Different types of plants and animals are adapted to living in different climatic regions. The atmosphere protects the earth from harmful radiations and from most objects from outer space. The atmosphere maintains the earth's surface temperature. 	<ul style="list-style-type: none"> Lithospheric plates constantly move in response to movements in the mantle. Earthquakes and volcanic eruptions result from these plate motions. Landforms are the result of combinations of constructive and destructive forces.
Context	Electricity	Our place in space	Atmosphere and weather	The changing earth
	Week 25-26	Week 27-28	Week 29-30	
LOs and ASes	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 4 NS: LO3 AS1	NS: LO1 AS1, 3 NS: LO2 AS3, 4 NS: LO3 AS1, 2	NS: LO1 AS1 NS: LO2 AS1, 2	
Core knowledge and concepts	<ul style="list-style-type: none"> Substances in different states have distinct properties. Elements are made of just one kind of atom, whereas compounds are made of two or more kinds of atoms in fixed proportions. 	<ul style="list-style-type: none"> Specific gases may be separated from the air or produced in reactions. Oxygen, hydrogen and carbon dioxide have characteristic properties and reactions by which we can identify them. 	<ul style="list-style-type: none"> A pure substance cannot be separated into different substances, while a mixture can be separated. Differences in properties can be used to separate mixtures of different substances. 	
Context	The particle theory of matter	How do gases react and why?	Mixing with mixtures	

GRADE 9

TERM 1	Week 1-4	Week 5-8	Week 9-11
LOs and ASes	<p>NS: LO1</p> <ul style="list-style-type: none"> Plans investigations Conducts investigations and collects data Evaluates data and communicates findings <p>NS: LO2</p> <ul style="list-style-type: none"> Recalls meaningful information Categorises information Interprets information <p>NS: LO3</p> <ul style="list-style-type: none"> Understands science as a human endeavour Understands sustainable use of the earth's resources 	<p>NS: LO1</p> <ul style="list-style-type: none"> Plans investigations Conducts investigations and collects data Evaluates data and communicates findings <p>NS: LO2</p> <ul style="list-style-type: none"> Recalls meaningful information Categorises information Interprets information <p>NS: LO3</p> <ul style="list-style-type: none"> Understands science as a human endeavour Understands sustainable use of the earth's resources 	<p>NS: LO1</p> <ul style="list-style-type: none"> Plans investigations Conducts investigations and collects data Evaluates data and communicates findings <p>NS: LO2</p> <ul style="list-style-type: none"> Recalls meaningful information Categorises information Interprets information <p>NS: LO3</p> <ul style="list-style-type: none"> Understands science as a human endeavour <p>Understands sustainable use of the earth's resources</p>
Core knowledge and concepts	<ul style="list-style-type: none"> The cell is the basic unit of most living things and an organism may be formed from one or many cells. Cells themselves carry on life processes such as nutrition, respiration, excretion and reproduction, which sustain the life of the organism as a whole. Animals, including humans, have a circulatory system which includes the heart, veins, arteries and capillaries, and which carries nutrients and oxygen to all parts of the body and removes waste products. Oxygen, which is provided by the breathing system, reacts with food substances to release energy. (Links with Energy and Change). All living things, including humans, have means of eliminating waste products which are produced through life processes. Water plays an important role in this process 	<ul style="list-style-type: none"> Humans go through physical changes as they age; puberty means that the body is ready for sexual reproduction. Human reproduction begins with the fusion of sex cells from mother and father, carrying the patterns for some characteristics of each. Conception is followed by a sequence of changes in the mother's body and during this period the future health of the unborn child can be affected. Knowledge of how to prevent the transmission of sexually transmitted diseases, including the HIVirus, must be followed by behaviour choices. Human reproduction is more than conception and birth; it involves adults raising children, which requires judgement and values and usually depends on the behaviour of other people in a community and environment. 	<ul style="list-style-type: none"> Variations in human biological characteristics such as a skin colour, height and so on, have been used to categorise groups of people. These biological differences do not indicate differences in innate abilities of the groups concerned. Therefore, such categorisation of groups by biological differences is neither scientifically valid or exact; it is a social construct. Biodiversity enables ecosystems to sustain life and recover from changes to the environment. Loss of biodiversity seriously affects the capacity of ecosystems and the earth to sustain life.
Context	From cells to systems	Human reproduction – making responsible choices	Variation and selection
TERM 2	Week 1-3	Week 4-6	Week 7-8
LOs and ASes	<p>NS: LO1</p> <ul style="list-style-type: none"> Plans investigations Conducts investigations and collects data Evaluates data and communicates findings <p>NS: LO2</p> <ul style="list-style-type: none"> Recalls meaningful information Categorises information Interprets information <p>NS: LO3</p> <ul style="list-style-type: none"> Understands science as a human endeavour Understands sustainable use of the earth's resources 	<p>NS: LO1</p> <ul style="list-style-type: none"> Plans investigations Conducts investigations and collects data Evaluates data and communicates findings <p>NS: LO2</p> <ul style="list-style-type: none"> Recalls meaningful information Categorises information Interprets information <p>NS: LO3</p> <ul style="list-style-type: none"> Understands science as a human endeavour Understands sustainable use of the earth's resources 	<p>NS: LO1</p> <ul style="list-style-type: none"> Plans investigations Conducts investigations and collects data Evaluates data and communicates findings <p>NS: LO2</p> <ul style="list-style-type: none"> Recalls meaningful information Categorises information Interprets information <p>NS: LO3</p> <ul style="list-style-type: none"> Understands science as a human endeavour Understands sustainable use of the earth's resources

Core knowledge and concepts	<ul style="list-style-type: none"> Objects can exert forces on each other, thereby forming a system which can store or transfer energy. They may do so by physical contact or by forces which act through a field. Field forces are the magnetic, electric and gravitational forces. All forces act in pairs, so that if body A exerts a force on body B, B exerts an equal and opposite force on A. 	<ul style="list-style-type: none"> Other electricity-generation systems have smaller environmental impact but may cost more in the short term. Better design of buildings and appliances, and better practice in using energy, can save costs to consumers and lessen the environmental impact of exploiting energy sources 	<ul style="list-style-type: none"> There is an unlimited number of systems which can be made to store or transfer energy. The possible systems include electrical, mechanical (including spring and friction systems), chemical, gravitational, nuclear, solar, biomass, optical (light), acoustical (sound) and thermal (heat) systems as well as human bodies and ecosystems.
Context	Forces, work and machines	Putting electricity to work	Waves and energy
TERM 3	Week 1-4	Week 5-8	Week 9-11
LOs and ASes	<p>NS: LO1</p> <ul style="list-style-type: none"> Plans investigations Conducts investigations and collects data Evaluates data and communicates findings <p>NS: LO2</p> <ul style="list-style-type: none"> Recalls meaningful information Categorises information Interprets information <p>NS: LO3</p> <ul style="list-style-type: none"> Understands science as a human endeavour Understands sustainable use of the earth's resources 	<p>NS: LO1</p> <ul style="list-style-type: none"> Plans investigations Conducts investigations and collects data Evaluates data and communicates findings <p>NS: LO2</p> <ul style="list-style-type: none"> Recalls meaningful information Categorises information Interprets information <p>NS: LO3</p> <ul style="list-style-type: none"> Understands science as a human endeavour Understands sustainable use of the earth's resources 	<p>NS: LO1</p> <ul style="list-style-type: none"> Plans investigations Conducts investigations and collects data Evaluates data and communicates findings <p>NS: LO2</p> <ul style="list-style-type: none"> Recalls meaningful information Categorises information Interprets information <p>NS: LO3</p> <ul style="list-style-type: none"> Understands science as a human endeavour Understands sustainable use of the earth's resources
Core knowledge and concepts	<ul style="list-style-type: none"> The earth is the third planet from the sun in a system that includes the moon, the sun, eight other planets and their moons and smaller objects, such as asteroids and comets. The sun, an average star, is the central and largest body in the solar system. Most objects in the solar system are in regular and predictable motion. The motions of the earth and moon explain such phenomena as the day, the year, phases of the moon and eclipses. 	<ul style="list-style-type: none"> Lithospheric plates larger than some continents constantly move at rates of centimetres per year, in response to movements in the mantle. Major geological events, such as earthquakes, volcanic eruptions and mountain building, result from these plate motions. Landforms are the result of a combination of constructive and destructive forces. Constructive forces include crustal deformation, volcanic eruption and deposition of sediment, while destructive forces include weathering and erosion. 	<ul style="list-style-type: none"> Fossil fuels such as coal, gas and oil are the remains of plants and animals that were buried and fossilised at high pressures. These fuels are not renewable in our lifetimes. (Link with Energy and Change). Human activities and natural events can slightly change the composition and temperature of the atmosphere. Some effects of these small changes may be changes in annual weather patterns and long-term changes in rainfall and climate.
Context	Our place in space	The changing earth	Atmosphere and weather
TERM 4	Week 1-2	Week 3-4	Week 5-6
LOs and ASes	<p>NS: LO1</p> <ul style="list-style-type: none"> Plans investigations Conducts investigations and collects data Evaluates data and communicates findings <p>NS: LO2</p> <ul style="list-style-type: none"> Recalls meaningful information Categorises information Interprets information <p>NS: LO3</p> <ul style="list-style-type: none"> Understands science as a human endeavour Understands sustainable use of the earth's resources 	<p>NS: LO1</p> <ul style="list-style-type: none"> Plans investigations Conducts investigations and collects data Evaluates data and communicates findings <p>NS: LO2</p> <ul style="list-style-type: none"> Recalls meaningful information Categorises information Interprets information <p>NS: LO3</p> <ul style="list-style-type: none"> Understands science as a human endeavour Understands sustainable use of the earth's resources 	<p>NS: LO1</p> <ul style="list-style-type: none"> Plans investigations Conducts investigations and collects data Evaluates data and communicates findings <p>NS: LO2</p> <ul style="list-style-type: none"> Recalls meaningful information Categorises information Interprets information <p>NS: LO3</p> <ul style="list-style-type: none"> Understands science as a human endeavour Understands sustainable use of the earth's resources

Core knowledge and concepts	<ul style="list-style-type: none"> Oxygen has characteristic reactions with metals and non-metals, forming oxides. Some of these oxides dissolve in water to form acidic or alkaline solutions. Some metals react more readily with oxygen than other metals. Corrosion of iron is an economically important reaction which can be prevented through an understanding of the reactions between iron, water and oxygen. 	<ul style="list-style-type: none"> Many household substances are acidic or basic. Indicators are substances that react with acids and soluble bases to produce products that have distinctive colours. Acids and bases neutralise one another to form salts. Acids have characteristic reactions with metals, metal oxides, hydroxides and carbonates. 	<ul style="list-style-type: none"> Extracting useful materials from raw materials depends on chemical reactions and methods of separation. Raw materials, from which processed materials are made, must be mined, grown or imported from other countries. Raw materials that are mined are non-renewable and mining has environmental costs. Growing raw materials involves choices about the use of arable land and water catchment areas.
Context	Chemistry: the study of materials and their reactions	Chemical change of substances	From raw materials to processed materials

7.2 Learning Station Natural Sciences Work Schedules

Grade 7								
Module and Unit	Time allocation	TG page reference	Science process skills focus	Resources needed	Assessment form	Natural Sciences LOs and ASes	Integration with other Learning Areas	
Grade 7	1. Life and living The living world	2 weeks	2 – 9	Observing and comparing, planning and conducting investigations, recording and interpreting, sorting and classifying, predicting, communicating, raising questions	Dictionaries. Pictures of different animals page 4 of the <i>Learner's Book</i> . <i>Learner's Book</i> page 6 pictures; various fruits such as apples peaches or pears or pictures of fruits; specimens of some examples or pictures of these plants. A container with a see through lid; a plastic spoon; a sun hat; preserved specimens of animals (optional); pictures of various animals; videos. Resource material on vertebrate animals; posters and pictures of vertebrate animals; resources for role-play; materials for designing a poster. Pictures of food that we get from plants and pictures and articles from medicine such as Procydin that are made from plants; resource material on the uses of plants.	Memorandums, checklists, rubrics, presentation and performance, group work	NS: LO1 AS2, 3 NS: LO2 AS1, 2 NS: LO3 AS1	FAL: LO1 FAL: LO2 FAL: LO4 FAL: LO5 T: LO3 M: LO1 A&C: LO1
	1. Life and living Food for life	2 weeks	10 – 15	Hypothesising, raising questions, observing and comparing, recording, sorting and classifying, planning conducting investigations, communicating	<i>Learner's Book</i> , page 21; resource material on foods and their values to the body; pictures from magazines of people doing certain things and pictures of different food types; wrappers from sweets, food tins, packets of crisps which show the energy contents of the food. Resource material on foodstuffs and diets and eating disorders and diseases; workbooks. Resource materials on various types of plants; pictures of plants and animals.	Case studies, checklists, translation tasks, presentation and performance, rubrics, practical investigations	NS: LO1 AS2, 3 NS: LO2 AS1, 2, 4	FAL: LO1 FAL: LO2 FAL: LO5 LOR: LO1 M: LO5
	1. Life and living Are microbes our friends or our enemies?	2 weeks	16 – 19	Communicating, sorting and classifying, raising questions, predicting, planning and conducting investigations, predicting, observing and comparing, interpreting	Resource material on micro-organisms; sour milk; small dishes or containers; rubber bands; clear plastic from plastic bags or plastic wrap; gelatine and beef stock; boiling water; cold water; stickers or permanent pen markers. Resource materials on microbes; A black plastic bag; fresh plant material such as cut grass; vegetable peels; leaves from under a tree. An apron or old clothes; stop watch; clean water; soap, cloth, clean towel; washable paint and newspaper. Resource material on infections and antibiotics and HIV/AIDS; books on famous Scientists; art paper for a poster; pictures, drawings, wrappers or pamphlets on medicines.	Rubrics, practical investigations, translation tasks, presentation and performance	NS: LO1 AS1, 2 NS: LO2 AS1	FAL: LO1 FAL: LO2 FAL: LO4 FAL: LO5 A&C: LO1 M: LO2 M: LO5

Module and Unit	Time allocation	TG page reference	Science process skills focus	Resources needed	Assessment form	Natural Sciences LOs and ASes	Integration with other Learning Areas	
Grade 7	2. Energy and change Energy transfer and systems	4 weeks	24 – 34	Interpreting, raising questions, planning and conducting and communicating investigations	Resource material on Scientists; Resource material on energy and kilojoules; food wrappers and containers which show energy values. Resource material on types of energy; 2-litre plastic cold drink bottles; corks from wine bottles; strong wire; sharp needles; workbook. Tin can; flat shoelace. Resource material on temperature; a weather report example from a news paper or a video clip of a weather report; thermometers; crushed ice; water; dictionaries. Resource material and forms and changes of energy; Resource material on energy transfers; pictures from magazines which illustrates energy transfers; art paper; glue; workbook. Coloured water; 2-litre Coke bottle; one-hole rubber stopper; glass tube. Empty tin can with a press-on friction lid; Bunsen flame; popcorn pips; casserole; cooking oil Naphthalene (moth balls); tall glass jar; zinc dust; diluted sulphuric acid; two cups of sugar; crushed ginger; Anchor Brand yeast; sliced lemon; raisins. Stick; wooden propeller; a screw.	Memorandums, checklists, translation tasks, practical demonstrations, recall of information, practical investigations, rubrics, case studies, translation tasks	NS: LO1 AS2, 3 NS: LO2 AS1, 2, 4	FAL: LO1 FAL: LO2 FAL: LO3 FAL: LO4 FAL: LO5 SS(G): LO1 SS(H): LO2 M: LO4 M: LO5 T: LO1 A&C: LO3
	2. Energy and change Energy and development in South Africa	2 weeks	35 – 39	Communicating, interpreting, predicting, observing and comparing, measuring, planning and conducting investigations	Resource material on the use of fuels and fossil fuels; Resource material on fossils; grid paper; pictures from magazines of different vehicles; dictionaries. Resource material on South Africa's energy needs; atlases; pencil; coloured pencils Resource material on solar and hydro energy; atlases; workbook Resource material on wind and biomass as energy resources; resource material on alternate energy resources.	Checklists, translation tasks, presentation and performance, rubrics	NS: LO1 AS1, 2, 3 NS: LO2 AS2 NS: LO3 AS1	LOR: LO1 FAL: LO1 FAL: LO5 SS(H): LO1 SS(G): LO1 M: LO5 EMS: LO1 T: LO1
	3. Planet Earth and beyond Our place in space	2 weeks	44 – 51	Observing and comparing, recording and communicating, predicting, conducting investigations, raising questions	Dictionaries; small booklets Large field; metre stick or tape measure; flash cards card for posters; paints or oil pastels. <i>Learning Station Natural Sciences Senior Phase Experiments</i> . Atlases; A straight stick; a wristwatch. Large polystyrene cistern ball; white PVA paint; torch light.	Memorandums, presentation and performance, rubrics, expanded opportunities	NS: LO1 AS2 NS: LO2 AS1, 3, 4 NS: LO3 AS1	FAL: LO3 FAL: LO4 FAL: LO5 M: LO3 M: LO4 LOR: LO2 LOR: LO3

	Module and Unit	Time allocation	TG page reference	Science process skills focus	Resources needed	Assessment form	Natural Sciences LOs and ASes	Integration with other Learning Areas
Grade 7	3. Planet Earth and beyond Atmosphere and weather	2 weeks	52 – 57	Interpreting and recording, measuring, communicating and planning, observing and comparing, conducting investigations	Colour pencils; rulers; pencils Atlases; colour pencils; Books or information on the different climatic regions colour pencils; Books or information on the different climatic regions of South Africa; newspaper and/or Internet/radio A wet-and-dry-bulb thermometer or ordinary thermometer; wet cloth or cotton wool; gauze bandage Reference books or newspaper clippings reporting natural weather disasters like floods and hurricanes etc.	Rubrics, translation tasks, checklists	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 3, 4 NS: LO3 AS2	M: LO2 M: LO5 FAL: LO1 FAL: LO5 SS(G): LO2 T: LO3
	3. Planet Earth and beyond The changing earth	2 weeks	58 – 61	Interpreting and recording, measuring, planning and conducting investigations, raising questions, predicting, communicating, observing and comparing	Magazines; resource materials on the earth. Information brochures from different historical mining towns. Pictures of different effects of mining on the environment.	Memorandum, checklists, presentation and performance, rubrics	NS: LO1 AS3 NS: LO2 AS2 NS: LO3 AS2	SS(H): LO1 A&C: LO1 T: LO2 FAL: LO5 EMS: LO1 T: LO3
	4. Matter and materials Matter – the building blocks of substances	2 weeks	65 – 72	Hypothesising, raising questions, recording, planning and conducting investigations, observing and comparing, interpreting, communicating, measuring	Resource material on matter; a brick or a large stone; powder, water, a pencil case; kitchen and/or bathroom scale. pictures of various man-made and natural substances. Ice cubes and match sticks; resource materials of the British scientist James Joule. Resource material on the history of chemistry and its development; Wide mouth bottle; red cabbage juice; wide dish; bicarbonate of soda; vinegar; lemon juice; dilute hydrochloric acid. Resource material on radiation and solar heating; two tins black paint Wire; bucket; Sunlight Liquid; glycerine. A smoker (see experiment book); water; oil; paraffin; concentrated salt solution; sugar solution Black ink; filter paper.	Practical investigations, classification, rubrics, presentation and performance, checklists, summative assessment	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 2, 3, 4 NS: LO3 AS	M: LO4 FAL: LO1 FAL: LO2 FAL: LO4 FAL: LO5

Grade 7							
Module and Unit	Time allocation	TG page reference	Science process skills focus	Resources needed	Assessment form	Natural Sciences LOs and ASes	Integration with other Learning Areas
4. Matter and materials Why do things taste sour?	2 weeks	73 – 77	Interpreting and recording, measuring, hypothesising, planning and conducting investigations, communicating	Vinegar, lemon juice, citrus soda, white chalk, salt, sugar, flour; dishes or beakers or containers. Resource material on acids and the characteristics of acids; art paper; old magazines; lemon juice, paint brush or ear bud, salt and wax crayon. Resource materials on car and other batteries. Labels from vinegar and medicine bottles or containers such as Disprin boxes, Asprin boxes, and other anti-acid containers; Resource material on acid rain. This material can be found in libraries, the Internet, from the Department of Environmental Affairs or the Department of Forestry.	Rubric, practical investigation, checklists, presentation and performance	NS: LO1 AS2, 3 NS: LO2 AS1	FAL: LO1 FAL: LO3 FAL: LO4 FAL: LO5 A&C: LO1 T: LO3 SS(H): LO1
4. Matter and materials Bases and what they are	2 weeks	78 – 82		Resource material on bases; Handy Andy, bath soap, hair shampoo, toothpaste, Bicarbonate of soda, white chalk, Milk of Magnesia, Rennies; dishes, beakers or saucers or containers Resource material on bases and the characteristics of bases; boxes, labels of products that contain the substance ammonia . Resource material on the uses of bases such as books and pictures; slaked lime, soft soaps, oven and drain cleaners, art paper, crayons, Resource materials about salts; Resource material on acids and dyes; beetroot juice, black tea, vinegar, and lemon juice.	Practical investigations, translation tasks, rubrics, case studies, checklists	NS: LO1 AS2, 3 NS: LO2 AS1, 2	FAL: LO1 FAL: LO3 FAL: LO4 FAL: LO5 SS(G): LO1 A&C: LO1
4. Matter and materials Indicators and what they indicate	2 weeks	83 – 86	Interpreting and recording, measuring, conducting investigations, observing and comparing, planning and communicating	Resource material on bases and dyes; black tea, oven cleaner, shampoo and washing powder. Resource material on laboratory indicators; blue litmus paper, Red litmus paper, household cleaner Resource material about the ph-scale and its uses.	Presentation and performance, rubrics, practical investigations	NS: LO1 AS1, 2, 3 NS: LO2 AS2	FAL: LO1 FAL: LO5 T: LO3

Grade 8							
Unit	Time allocation	TG page reference	Science process skills	Resources needed	Assessment form	Natural Sciences LOs and ASes	Integration with other Learning Areas
1. Life and living Living things and living places	2 weeks	2 – 12	Observing and comparing, planning and conducting investigations, recording and interpreting, sorting and classifying, predicting, communicating, raising questions	Government department brochures and pamphlets Aquarium, terrarium, petri dishes, poster materials, seeds, ants, medicine droppers.	Self-report, assessment, structured questions, observation, assignments, observation, project, performance-based assessment, practical exercises	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 4 NS: LO3 AS1, 2	FAL: LO1 AS3 FAL: LO2 AS2,3,4 T: LO1 AS2,4 M: LO1 AS4 SS(G): LO3 AS1 SS(H): LO2 AS3 LOR: LO1 AS4 A&C: LO1 AS3 A&C: LO2 AS4

Unit	Time allocation	TG page reference	Science process skills	Resources needed	Assessment form	Natural Sciences LOs and ASes	Integration with other Learning Areas
1. Life and living Harming and sustaining our biodiversity	2 weeks	13 – 20	Hypothesising, raising questions, observing and comparing, recording, sorting and classifying, planning conducting investigations, communicating	Graphic paper, musical instruments, books on indigenous animals.	Projects, assignments, case studies, practical exercises/demonstrations, oral questions, projects, simulations, observations, performance-based assessment, role-play, interviews, structured questions, questionnaires	NS: LO1 AS1 NS: LO2 AS3 NS: LO3 AS1, 2	FAL: LO1 AS1 FAL: LO2 AS2, 4, 5 FAL: LO5 AS3 A&C: LO1 AS1 A&C: LO2 AS1, 4 LOR: LO1 AS4 M: LO5 AS2, 3, 8 SS(G): LO1 AS5, 6 SS(G): LO3 AS1,4 SS(H): LO3 AS6 T: LO1 AS2 T: LO3 AS1
1. Life and living Secret lives of plants	2 weeks	21 – 26	Communicating, sorting and classifying, raising questions, predicting, planning and conducting investigations, predicting, observing and comparing, interpreting	Textbooks on botany and biology, potplant, iodine solution, ethanol, eye protection, tweezers, poster material, information on Sir Hans Krebs.	Projects, performance-based assessment, assignments, oral questions, practical exercises/demonstrations, case studies, observations	NS: LO1 AS1, 3 NS: LO2 AS3, 4 NS: LO3 AS1	FAL: LO2 AS2, 5 FAL: LO4 AS5 A&C: LO2 AS4 M: LO2 AS5 M: LO5 AS5, 9 SS(G): LO3 AS4 SS(H): LO1 AS4
2. Energy and change Energy and life	4 weeks	29 – 38	Interpreting, raising questions, planning and conducting and communicating investigations	Poster of solar system, poster/video on Greenhouse Effect, empty tins, black and white paint, soft cardboard, aluminium foil, cardboard box, wire, cling wrap, ink/food colouring, thermometer, food wrappers, graph paper.	Case studies, projects, observations, self-report, projects, interviews, oral questions, performance-based assessment, assignments, practical exercises/demonstrations	NS: LO1 AS1, 2 NS: LO2 AS3 NS: LO3 AS2	FAL: LO1 AS4 FAL: LO2 AS2, 5 A&C: LO1 AS2, 4 EMS: LO2 AS2 LOR: LO1 AS1, 3 M: LO1 AS4 M: LO5 AS3,8 T: LO1 AS1, 3 SS(G): LO3 AS1
2. Energy and change Electricity	2 weeks	39 – 50	Communicating, interpreting, predicting, observing and comparing, measuring, planning and conducting investigations	Interviews, Visual Encyclopaedia of Science (DK) Books), GCSE Science, Revise KS3-Science, Internet, retort stand, nylon thread, two light balls, cloth, dry cell (e.g. flashlight battery), small light bulb, 2 pieces copper wire, zinc electrode copper, electrode, drawing pin, paper clip, lemon, poster board, resources for science expo, posters, models made from recyclable materials.	Simulations, questionnaires, role-play, interviews, oral questions, case studies, project, assignment, practical exercises, self-report assessment, observations	NS: LO1 AS1 NS: LO2 AS1, 3 NS: LO3 AS2	FAL: LO2 AS2 FAL: LO4 AS1 A&C: LO1 AS1, 2 LOR: LO1 AS1, 4 EMS: LO2 AS4 LOR: LO3 AS1 M: LO2 AS2 M: LO5 AS8 SS(G): LO3 AS1 SS(H): LO1 AS1 T: LO1 AS3 T: LO2 AS1

Grade 8

	Unit	Time allocation	TG page reference	Science process skills	Resources needed	Assessment form	Natural Sciences LOs and ASes	Integration with other Learning Areas
Grade 8	3. Planet Earth and beyond Our place in space	2 weeks	51 – 57	Observing and comparing, recording and communicating, predicting, conducting investigations, raising questions	A Feather, ping pong ball, marble, 5 rubber bands	Case studies, practical exercises/demonstrations, observations, self-report, performance-based assessment	NS: LO1 AS2, 3 NS: LO2 AS1, 3 NS: LO3 AS2	FAL: LO1 AS4 T: LO1 AS2 T: LO2 AS1
	3. Planet Earth and beyond Atmosphere and weather	2 weeks	58 – 67	Interpreting and recording, measuring, communicating and planning, observing and comparing, conducting investigations	Glass canned-fruit bottle with lid, candle, matches, reading lamp with 100 watt bulb, cardboard 30.5 cm × 5 cm, long thin stick about 1 m long, 2 paper bags, support for the stick, poster material, 3 identical drinking glasses, information on Tswaing meteorite crater, visit/telephone National Cultural History Museum/Council for Geoscience/Media centre at Tswaing meteorite crater.	Case studies, practical exercises/demonstrations, observations, self-report, assignment, performance-based assessment, projects, structured questions, simulations	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 3 NS: LO3 AS1	FAL: LO1 AS1 FAL: LO2 AS3 FAL: LO3 AS1, 8 FAL: LO4 AS1 LOR: LO2 AS2
	3. Planet Earth and beyond The changing earth	2 weeks	68 – 77	Interpreting and recording, measuring, planning and conducting investigations, raising questions, predicting, communicating, observing and comparing	Atlas, globe/world map, aluminium foil, thin cardboard, shallow pan, heat source, information on volcanoes, prestik/modelling clay, round balloon, vinegar, baking powder, red food colouring/ink, long wooden ruler, 3 cardboards cards same size as playing cards for each learner, ingredients for play dough.	Case studies, practical exercises/demonstrations, observations, self-report, assignments, structured questions, performance-based assessment, oral-questions, simulations, projects	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 3	FAL: LO1 AS1, 3 FAL: LO2 AS5 FAL: LO3 AS1, 8 FAL: LO4 AS1 A&C: LO1 AS1 M: LO1 AS2
	4. Matter and materials The particle theory of matter	2 weeks	79 – 90	Hypothesising, raising questions, recording, planning and conducting investigations, observing and comparing, interpreting, communicating, measuring	Information on John Dalton, different kinds of boxes, 2-litre cold drink bottles, knitting needles/ nails, something to heat knitting needles/nails, 2 syringes, 10 cm rubber tubing, pot/tin/glass beaker, hot plate/stove/gas burner/spirit burner/candle, tripod stand for candle, tray/flat container, talcum powder, pack of playing cards per group of 4-5 learners, information and pictures on atom bomb and its uses in Word War II, science equipment, baking soda, vinegar, balloon, string of wool, poster paper, magazines, food colouring.	Assignments, self-report, case studies, practical exercises/demonstrations, observations, structured questions, performance-based assessment	NS: LO1 AS1, 2, 3 NS: LO2 AS1, 4 NS: LO3 AS1	FAL: LO1 AS3 FAL: LO3 AS3, 8 FAL: LO5 AS1 LOR: LO3 AS SS(H): LO1 AS1
	4. Matter and materials How do gases react and why	2 weeks	91 – 96	Interpreting and recording, measuring, hypothesising, planning and conducting investigations, communicating	Apparatus as in Learner's Book p. 194, 195, 198, 206, test tubes/jars, hydrogen, burners, limewater, straws, magazines, white card board, bicarbonate of soda, vinegar, Ziploc bag for each class group.	Assignment, self-report, performance-based assessment, case studies, observations, practical exercises, structured questions	NS: LO1 AS1, 3 NS: LO2 AS3, 4 NS: LO3 AS1, 2, 3	SS(G): LO3 AS

	Unit	Time allocation	TG page reference	Science process skills	Resources needed	Assessment form	Natural Sciences LOs and ASes	Integration with other Learning Areas
Grade 8	4. Matter and materials Mixing with mixtures	2 weeks	97 – 102	Interpreting and recording, measuring, conducting investigations, observing and comparing, planning and communicating	Apparatus as in Learner's Book p. 210, 215, 221, 225, jam jars, pebbles, sand, rock, plastic wrap, elastic, filter paper discs, conical flasks, beakers and funnels for each group, lead iodine solution distilled water, retort stand with clamp, separating funnel, atlas, iron filings, magnet, sulphur powder for each group.	Assignment, practical exercises, performance-based assessment, case studies, observations, self-report, structured questions, project	NS: LO1 ASI NS: LO3 ASI, 2	FAL: LO5 ASI LOR: LO3 AS LOR: LO5 AS SS(G): LO2 AS3 SS(H): LO1 ASI

GRADE 9

Unit	Time allocation	TG page reference	Science process skills	Resources needed	Assessment form	Natural Sciences LOs and ASes	Integration with other Learning Areas
Module 1: Life and Living							
1. From cells to systems	4 weeks	2	Interpreting, planning, investigating, evaluating, applying, categorising, understanding, communicating	Literature, microscope, slides (optional), resources for model construction, posters, dictionaries, Blood Transfusion Services (optional), videos, wall charts, posters of the systems, statistics, clinic or hospital worker (optional), brochures from the Health Dept.	Rubrics 1,2, 3,4,6,7,8,9, scientific method, summative assessment, mind-map, self-assessment, CTA	LO1, LO2, LO3	M:LO4, LO5 AL:LO1, LO2, LO3, LO4, LO5 T:LO1, LOR:LO1, LO2, LO3 SS(H): LO1 (G)LO2, LO3 A&C: LO1
2. Human reproduction – making responsible choices	4 weeks	10	Interpreting, planning, investigating, evaluating, applying, categorising, understanding, communicating	Literature, dictionaries, videos, wall charts, posters of the systems, statistics, clinic or hospital worker (optional), brochures from the Health Dept.	Rubrics 1,2, 3,4,6,7,8,9, scientific method, summative assessment, mind-map, self-assessment, CTA	LO1, LO2, LO3	M:LO4, LO5 AL:LO1, LO2, LO3, LO4, LO5 T:LO1, LOR:LO1, LO2, LO3 SS(H): LO1 (G)LO2, LO3 A&C: LO1 EMS:LO4
Unit 3. Variation and selection	3 weeks	26	Conducting, collecting, evaluating, planning, communicating, interpreting	Magazines, information on twins, wool (yellow, green, brown), string or stones/sticks, literature	Rubrics 1,2,3,7 Summative assessment, mind-map, self-assessment, CTA	LO1, LO2	AL:LO1, LO2, LO4, LO5 A&C:LO1 M:LO1, LO2, LO4 SS(G): LO1

Unit	Time allocation	TG page reference	Science process skills	Resources needed	Assessment form	Natural Sciences LOs and ASes	Integration with other Learning Areas
Module 2: Energy and change							
Unit 1. Forces, work and machines	3 weeks	35	Applying, conducting, collecting	Recyclable materials such as metal tubes, spread containers, modelling clay or Prestik, rubber bands, screw-in hooks, pieces of wood, nails, string, thin wire, scissors, ruler, flat tray or box lids, wooden rods, screw-twist bottle tops, corks, hard plastic, knitting needles, empty tin cans, metre stick, Newton scale, weights, retort stand, paper clips	Rubrics 1,5,6 Summative assessment, mind-map, self-assessment, CTA	LO1: AS2 LO2: AS3	AL:LO2, LO4 T:LO1
Unit 2. Putting electricity to work	3 weeks	40	Planning, investigating, collecting, evaluating, communicating, creating, recalling demonstrating, understanding	Power supply, connecting wires, nichrome wire, nails, wooden blocks, magnets, paper clips, cloth, aluminium foil, metal cans, glass jars filled with water, steel objects, coins, plastic objects, needles, corks, shallow dishes, steel pins, insulated copper wire, batteries, switches, magnets, poster boards, koki pens	Rubrics 1,4,5,6 Summative assessment, mind-map, self-assessment, CTA	LO1: AS1,2,3 LO2: AS1 LO3: AS2	A&C:LO1, LO4 T:LO1
Unit 3. Waves and energy	2 weeks	44	Planning, discussing, comparing, writing, creating, conducting, interpreting, applying, categorising, organising	Drawing pins, paper cardboard, nails, retort stands, torch, small sheets of glass, adhesive tape, putty or clay, Prestik, Vaseline, candles, string, coloured pens or paint, large comb, mirror, rubber bands, wooden blocks, pencils, electric cable or wire, empty cans, resources for compiling questionnaires	Rubrics 1,2,3,5,6 Summative assessment, mind-map, self-assessment, CTA	LO1: AS1,2,3 LO2: AS1,2,3 LO3: AS2	AL:LO4 A&C:LO1 M:LO1 SS(G):LO1 LOR:LO1
Module 3: Planet Earth and beyond							
Unit 1. Our place in space	4 weeks	57	Learning, recalling, collecting, interpreting, planning, conducting, evaluating, communicating, applying, categorising	Materials for models, string, scissors, crayons or paint, compass, adhesive tape, information about the solar system and Halley's comet, globe, large ball or balloon, table lamp or candle, materials for a poster, information sources, smaller ball such as a golf ball/table tennis ball	Rubrics 1,2,4,5,6,7,9 Summative assessment, mind-map, self-assessment, CTA	LO1: AS1,2,3 LO2: AS1,2,3,4	AL:LO1
Unit 2. The changing earth	4 weeks	66	Conducting, evaluating, interpreting, understanding, categorising, discussing, communicating	Clear plastic boxes, fine sand, flour, a piece of hardboard, empty plastic cooldrink bottles, access to a freezer, material for posters, packet of peanuts, paper or plastic bag, materials to build models	Rubrics 1,3,4,5,6,7 Summative assessment, mind-map, self-assessment, CTA	LO1: AS1,2,3 LO2: AS1, 3 LO3: AS2	AL:LO2 T:LO3 SS(G):LO1 SS(H):LO3 EMS:LO2 LOR:LO1
Unit 3. Atmosphere and weather	3 weeks	75	Understanding, categorising	Information resources	Rubrics 1,2,5,6,7 Summative assessment, mind-map, self-assessment, CTA	LO2: AS2 LO3: AS2	M:LO2 SS(G):LO1

Unit	Time allocation	TG page reference	Science process skills	Resources needed	Assessment form	Natural Sciences LOs and ASes	Integration with other Learning Areas
Module 4: Matter and materials							
Unit 1. Chemistry: the study of materials and their reactions	2 weeks	83	Recalling, applying, understanding, conducting, collecting	Copy of the Periodic table, Information resources, atlases, three small beakers per group, water, white vinegar, superfine iron wool, information on SASOL	Rubrics 1,2,3,4,10 Summative assessment, mind-map, self-assessment, CTA	LO1: AS2 LO2: AS1,4 LO3: AS2	AL:LO1, LO5 SS(G):LO1, LO3 SS(H):LO2 LOR:LO3
Unit 2. Chemical change of substances	2 weeks	90	Evaluating, communicating, interpreting, planning, understanding	Three beakers or plastic glasses, lemon juice, tartaric acid, vinegar, blue and red litmus paper, or black tea, a diagram of the pH-scale, four test tubes, test tube rack, iron nails, two pieces of cleaned zinc or zinc granules, diluted hydrochloric acid, diluted sulphuric acid, four saucers or watch glasses, copper(II) oxide, tripod stand, gas or spirit burner, gauze wire, evaporating dish or saucers, 250 ml glass beakers, filter paper and funnel, bromothymol blue or litmus liquid, 100 ml beakers, droppers, glass rods, sodium hydroxide, resource material from the media centre or library, or from SAPPI Waste Paper, calcium carbonate, lime water, water, antacid tablets	Rubrics 1,2,3,4 Summative assessment, mind-map, self-assessment, CTA	LO1: AS1,2,3 LO2: AS3 LO3: AS2	AL:LO4 SS(G):LO3
Unit 3. From raw materials to processed materials	2 weeks	97	Interpreting, planning, understanding	Pens, paper, envelopes, stamps, resources on plastics, collection of plastic bags, bottle or containers, magazines, scissors, glue, flyers from hardware shop, gardening and farming magazines, resource materials on fertilisers, seeds, pots, a garden centre, hardware shop or farm supply store, industrial fertiliser (liquid or solid), garden soil, empty medicine containers, the leaflets from inside the containers, information from local pharmacists, five test tubes, five iron nails, two rubber stoppers to fit the test tubes, a Bunsen burner or candle, cotton wool, anhydrous calcium chloride, a test tube stand, a visit to a panel beater, or hardware shop (optional)	Rubrics 1,2,3,4,5 Summative assessment, mind-map, self-assessment, CTA	LO1: AS1 LO2: AS3 LO3: AS1,2	AL:LO1, LO4, LO5 LOR:LO3 SS(G):LO2 EMS:LO4

7.3 Learning Station Natural Sciences Lesson Plan (Senior Phase)

NATURAL SCIENCES EXAMPLE	
<p>Learning Area: NS Module and unit: Module 3, Unit 6: Electricity Grade: 8 Date: Duration: 1 Week</p>	
<p>Natural Sciences LO and AS: T: LO2 AS3.2</p>	<p>Integration LO and AS: M: LO5 NS: LO2</p>
<p>Looking backward at: Unit 5: How to design movement</p>	<p>Looking forward to: Unit 7: Hydraulic and pneumatic systems</p>
<p>Core knowledge: Systems and control: Basic electricity; electrical systems with more than one switch (a circuit where an 'AND' condition is necessary to make the system work; switches in parallel) Core knowledge and concepts statements: Core knowledge and concepts from the unspecified 30%:</p>	
<p>Learning activities and assessment:</p> <ul style="list-style-type: none"> • Study a diagram and complete a truth table to determine how switches must be connected to make a kettle work. • Answer questions about a circuit where an 'AND' condition is necessary to make the circuit work. • Consider examples from daily life where circuits work this way. • Draw the systems diagram of electric systems from given descriptions. • Design and build the electric system for a dangerous machine that must not be able to be switched on before the necessary safe screens are in place. • Draw the systems diagram of the electric system for above mentioned machine. • Study a truth table and answer questions. • Study an electric system and complete a truth table to determine the working of the system. • Design an econo-bell that can be mounted in a central place in a house, but can be activated at more than one entrance. Draw a circuit diagram of the system and design a truth table to show how the system will work. Build and test the circuit. Present final product in form of a poster. 	
<p>Ways in which the Learning Outcomes will be met</p>	
<p>Forms of assessment:</p> <ul style="list-style-type: none"> • Written answers • Design challenges • Presentation of final product in the form of a poster • Assessment table in Learner's Book 	<p>Resources:</p> <ul style="list-style-type: none"> • Learner's Book
<p>Expanded opportunities:</p>	<p>Teacher reflection:</p> <ul style="list-style-type: none"> • Were the outcomes reached? • Did the activities strengthen learners' understanding? • Did the learners perform well in assessment? • What did the teacher do to support learners?

NATURAL SCIENCES	
Learning Area: Module and unit: Grade:	Date: Duration:
Natural Sciences LO and AS:	Integration LO and AS:
Looking backward at:	Looking forward to:
Core knowledge: Systems and control: Core knowledge and concepts statements: Core knowledge and concepts from the unspecified 30%:	
Learning activities and assessment:	
Ways in which the Learning Outcomes will be met:	
Forms of assessment:	Resources:
Expanded opportunities:	Teacher reflection:

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8. Life Orientation

Important note: there are currently no Life Orientation books for Grades 7 and 8 in the *Learning Station* series. We are in the process of developing them.

8.1 Learning Station Life Orientation Grade 9 Learning Programme

GRADE 9	Term 1	Term 2	Term 3	Term 4
LOs and ASes	LO: LO1 <ul style="list-style-type: none"> Feelings about food LO: LO2 <ul style="list-style-type: none"> Rights and responsibilities Socialise and relate Celebrate our nation LO: LO3 <ul style="list-style-type: none"> Responsible rights in relationships LO: LO4 <ul style="list-style-type: none"> Fun and adventure in the great outdoors 	LO: LO1 <ul style="list-style-type: none"> Stop substance abuse LO: LO2 <ul style="list-style-type: none"> Powerful personal qualities LO: LO3 <ul style="list-style-type: none"> Puzzles and problems Decide to achieve your goals LO: LO4 <ul style="list-style-type: none"> Get fit, get a life LO: LO5 <ul style="list-style-type: none"> Career and study choices 	LO: LO1 <ul style="list-style-type: none"> Everyone can be earth-healers Help for staying healthy Be healthy and safe LO: LO2 <ul style="list-style-type: none"> Respecting diversity Let there be peace LO: LO4 <ul style="list-style-type: none"> Be healthy and safe Stick to your game plan LO: LO5 <ul style="list-style-type: none"> Money, money, money! 	LO: LO3 <ul style="list-style-type: none"> Free to feel! LO: LO4 <ul style="list-style-type: none"> Move to measure Sports ethics LO: LO5 <ul style="list-style-type: none"> Workplace rights and responsibilities Opportunities in the workplace A plan for life
Core knowledge and concepts	<p>The influence of ecological, social, economic, cultural and political factors on own personal choice of diet.</p> <p>Debates issues with regard to citizens' rights and personal choices.</p> <p>Analyses and reflects on positive personal qualities in a range of contexts.</p> <p>Reports on participation in or planning of the local celebration of a national day.</p> <p>Critically discusses own rights and responsibilities in interpersonal relationships.</p> <p>Participates in and evaluates own performance in an adventurous recreational outdoor activity.</p>	<p>Investigates personal and social factors that contribute to substance abuse and suggests appropriate responses and rehabilitation options.</p> <p>Analyses and reflects on positive personal qualities in a range of contexts.</p> <p>Critically discusses social relationships in a variety of situations.</p> <p>Critically discusses own rights and responsibilities in interpersonal relationships.</p> <p>Responds appropriately to emotions in challenging situations.</p> <p>Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour.</p> <p>Applies goal-setting and decision-making strategies.</p> <p>Critically evaluates own application of problem-solving skills in a challenging situation.</p> <p>Assesses own physical wellness level and sets personal goals for improvement.</p> <p>Researches study and career funding providers.</p> <p>Motivates own career and study choices.</p>	<p>Illustrates and evaluates the influence of ecological, social, economic, cultural and political factors on own personal choice of diet.</p> <p>Develops and implements an environmental health programme.</p> <p>Investigates personal and social factors that contribute to substance abuse and suggests appropriate responses and rehabilitation options.</p> <p>Critically evaluates resources on health information, health services and a range of treatment options, including HIV/AIDS.</p> <p>Critically investigates issues of diversity in South Africa and ways in which to promote understanding of diverse cultures.</p> <p>Reflects on and discusses the contributions of various religions in promoting peace.</p> <p>Critically evaluates and executes a game plan for individual or team sport.</p> <p>Researches study and career funding providers.</p>	<p>Responds appropriately to emotions in challenging situations.</p> <p>Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour.</p> <p>Applies goal-setting and decision-making strategies.</p> <p>Refines and evaluates own and peer movement performance including rotation, balance and elevation.</p> <p>Reports on and discusses sport ethics.</p> <p>Critically reflects on and reports on opportunities in the workplace.</p> <p>Outlines a plan for own lifelong learning.</p>

GRADE 9	Term 1	Term 2	Term 3	Term 4
Context				<p>Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour.</p> <p>Applies goal-setting and decision-making strategies.</p> <p>Critically evaluates own application of problem-solving skills in a challenging situation.</p> <p>Refines and evaluates own and peer movement performance including rotation, balance and elevation.</p> <p>Refines and evaluates own and peer movement performance including rotation, balance and elevation.</p> <p>Responsibilities in the workplace.</p> <p>Lifelong learning and why it is important.</p>
Resources	<p>Materials to make posters.</p> <p>Writing paper and pens/pencils.</p> <p>Newspaper and magazine articles.</p> <p>Building materials to make an adventure course.</p>	<p>Materials to make posters.</p> <p>Writing paper and pens/pencils.</p> <p>Newspaper and magazine articles.</p> <p>Building materials to make an adventure course.</p>	<p>Materials to make posters.</p> <p>Writing paper and pens/pencils.</p> <p>Newspaper and magazine articles.</p> <p>Building materials to make an adventure course.</p>	<p>Materials to make posters.</p> <p>Writing paper and pens/pencils.</p> <p>Newspaper and magazine articles.</p> <p>Building materials to make an adventure course.</p>

8.2 Learning Station Life Orientation Grade 9 Work Schedule

Unit	Time allocation	TG page reference	Life Orientation process skills	Resources needed	Assessment strategies	Life Orientation LOs and ASes	Integration with other Learning Areas
Module 1: The right to be well							
1. Feelings about food	1 week	13-18	Investigating, analysing, describing, evaluating, recording and examining, showing appreciation and awareness	Paper, recycled materials (large cereal boxes, advertising posters and billboards)	Structured questions, oral questions, practical exercises	LO: LO1 AS1	LANG (FAL): LO3, LO5
2. Fun and adventure in the great outdoors	1 week	19-25	Selecting and planning, evaluating	Optional: Ten 5-metre long lengths of rope, 4-metre long gum poles, galvanised nuts and bolts, old tyres	Observations, written presentations, oral presentations, group discussions, practical exercises/demonstrations	LO: LO4 AS1	LANG (FAL): LO1-4 SS History: LO1
3. Rights and responsibilities	1 week	25-31	Analysing and discussing, brainstorming, raising questions, comparing, recording, interpreting	A copy of the South African Constitution and the Bill of Rights	Oral presentations, written presentations, structured questions	LO: LO2 AS1	LANG (FAL): LO1-4 History LO1 A&C: LO1
4. Responsible rights in relationships	1 week	32-36	Analysing, describing, evaluating, role-playing, observing	A copy of the South African Constitution and the Bill of Rights	Case studies, written presentation, oral presentations, structured questions, practical demonstrations	LO: LO3 AS2	LANG (FAL): LO1-6 A&C: LO3
5. Socialise and relate	1 week	36-38	Reflecting, analysing, evaluating, debating, organising	Music (optional)	Oral presentations, practical demonstrations	LO: LO2 AS3	LANG (FAL): LO1, 2, 4, 5, 6 A&C: LO1, 3 NS: LO1 SS History: LO1-3
6. Celebrate our nation	1 week	38-40	Demonstrating understanding and commitment to responsibilities, reporting, planning, participating, designing	A calendar or diary with the dates of our national holidays	Practical demonstrations, written answers, oral answers, presentations	LO: LO2 AS1 LO: LO2 AS2	LANG (FAL): LO4-6 A&C: LO1
Module 2: Going for goal							
1. Puzzles and problems	1 week	44-48	Interpreting, problem solving, explaining, reflecting, demonstrating, decision-making strategies	Pencils and erasers	Case studies, written answers, oral questions	LO: LO3 AS6	LANG (FAL): LO1-4
2. Powerful and personal qualities	1 week	48-52	Communicating, describing, analysing, discussing, summarising personality traits, role-playing	Paper for posters, magazines and newspapers, glue and scissors	Questionnaires, role-play, interviews, written answers	LO: LO3 AS1	LANG (FAL): LO1-6 A&C: LO1,3
3. Stop substance abuse	1 week	52-56	Decision-making, investigating, researching, designing and implementing, explaining, suggesting	Additional information (brochures, pamphlets, newspaper articles) on the dangers associated with taking drugs	Questionnaires, written answers, practical demonstrations, oral questions and presentations, investigative written report	LO: LO1 AS3	LANG (FAL): LO1-5 A&C: LO1, 3
4. Decide to achieve your goals	1 week	56-62	Investigating, applying goal-setting and decision-making strategies, setting goals, making informed decisions	A soccer ball	Oral questions, written answers, practical demonstrations, self-assessment checklist	LO: LO3 AS5	LANG (FAL): LO1-5

Unit	Time allocation	TG page reference	Life Orientation process skills	Resources needed	Assessment strategies	Life Orientation LOs and ASes	Integration with other Learning Areas
5. Get fit, get a life	1 week	62-67	Demonstrating, assessing, goal setting, participating in physical activities	A watch or stopwatch	Checklists, written answers, physical performance, oral discussions, projects	LO: LO4 AS3	MATHS: LO1, 4, 5 LANG (FAL): LO4
6. Career and study choices	1 week	67-71	Making informed decisions, using analysis techniques, role-playing, researching	Additional information on careers	Written answers, practical demonstrations, projects	LO: LO3 AS5	LANG (FAL): LO1-5 EMS: LO4 A&C: LO1, 3
Module 3: A healthy and safe nation							
1. Everyone can be earth healers	1 week	73-78	Explaining concepts, supporting ideas, making informed decisions, developing and implementing	Space in school grounds to make a compost heap (optional); spade, water, watering can or container, recyclable materials such as egg containers, toilet rolls, old newspapers	Written and oral answers, checklists, practical demonstrations	LO: LO1 AS4	LANG (FAL): LO1-5 SS GEOG LO1-3 TECH LO2, 3 NS LO3
2. Help for staying healthy	1 week	78-81	Making informed decisions, investigating and critically evaluating, debating	Examples of articles showing good reporting from newspapers and magazines or the internet	Written report, written answers, oral presentation	LO: LO1 AS4	LANG (FAL): LO3-5
3. Be healthy and safe	1 week	82-84	Explaining and applying insights, designing, appreciating participation, promoting participation, making informed decisions, discussing	Information about current national health and safety programmes	Group discussions, oral presentations, questionnaires, checklists, written answers	LO: LO1 AS5	LANG (FAL): LO1-4
4. Stick to your game plan	1 week	84-87	Demonstrating understanding, participating, critically evaluating	Poles, concrete, tyres (optional), string or rope, two trees	Group discussions, written assessments	LO: LO4 AS4	LANG (FAL): LO1-4
5. Respecting diversity	1 week	87-89	Demonstrating understanding, critically investigating, showing respect	Tape recorder/CD player	Oral presentations, written answers, case studies	LO: LO2 AS4	LANG (FAL): LO1-5 SS HIST: LO1 A&C: LO1-3
6. Let there be peace	1 week	89-92	Demonstrating understanding and commitment, reflecting and discussing, investigating	Scrap paper and clean junk for learners to use to make peace symbols and tokens	Case studies, written answers, oral presentations, physical demonstrations	LO: LO2 AS5	LANG (FAL): LO1-5 A&C: LO1, 3 TECH: LO1
7. Money, money money!	1 week	92-96	Making informed decisions, researching, estimating, planning	Information brochures from higher education institutions and FET colleges	Practical participation, written reports, oral answers, written answers, practical demonstration, project	LO: LO2 AS4 LO: LO5 AS1 LO: LO4 AS4 LO: LO1 AS4 LO: LO1 AS2	LANG (FAL): LO3-5
Module 4: Make the right moves							
1. Free to feel!	1 week	98-104	Responding appropriately, dealing with emotions, communicating, role-playing	Additional made-up challenging situations	Written reports, oral presentations, practical demonstrations, role-plays	LO: LO3 AS3	LANG (FAL): LO1-6 A&C: LO1, 3
2. Move to measure	1 week	104-107	Demonstrating understanding, participating, refining and evaluating performance, identifying	Additional information on sport and movement (optional)	Written answers, reports, practical demonstrations	LO: LO4 AS2	LANG (FAL): LO2, 4, 5

Unit	Time allocation	TG page reference	Life Orientation process skills	Resources needed	Assessment strategies	Life Orientation LOs and ASes	Integration with other Learning Areas
3. Opportunities in the workplace	1 week	108-112	Making informed decisions, communicating, critically reflecting, investigating	Career adverts, career sections in newspapers	Oral answers, written answers, practical demonstrations	LO: LO5 AS3	LANG (FAL): LO2-6 A&C: LO1 EMS: LO4
4. Sports ethics	1 week	112-113	Demonstrating understanding, participating in physical activities, reporting, investigating, discussing	Additional case studies on sports ethics (optional)	Reports, written answers, discussions	LO: LO4 AS5	LANG (FAL): LO1-4
5. Workplace rights and responsibilities	1 week	114-119	Making informed decisions, discussing, understanding, evaluating, investigating	Additional information on labour law and unions (optional)	Discussions, role-plays, oral presentation, written answers	LO: LO5 AS3	LANG (FAL): LO1-5 EMS: LO1, 3
6. A plan for life!	1 week	119-122	Understanding, planning, making informed decisions	Access to role models in the community, people who have continued learning throughout their lives	Case studies, written answers, oral presentations, practical demonstrations, interviews	LO: LO5 AS5 LO: LO4 AS2 LO: LO5 AS3 LO: LO4 AS5 LO: LO5 AS4	LANG (FAL): LO1-4

8.3 Learning Station Life Orientation Lesson Plan (Grade 9)

LIFE ORIENTATION EXAMPLE	
Learning Area: LO Module and unit: Module 1, Unit 3: Rights and responsibilities Grade: 9 Date: Duration: 1 Week	
Life Orientation LO and AS: LO2 AS1	Integration LO and AS: LANG (FAL): LO1-5
Looking backward at: Unit 2: Fun and adventure in the great outdoors	Looking forward to: Unit 4: Responsible rights in relationships
Core knowledge: Systems and control: Core knowledge and concepts statements: Core knowledge and concepts from the unspecified 30%:	
Learning activities and assessment: <ul style="list-style-type: none"> • Discuss the values in the sections of the Constitution • Brainstorm a voter's education campaign • Match Constitutional rights to citizens' responsibilities • Match responsibilities to rights • Compare the Universal Declaration of Human Rights to the South African Bill of Rights 	
Ways in which the Learning Outcomes will be met:	
Forms of assessment: <ul style="list-style-type: none"> • Written answers • Oral discussion • Oral answers 	Resources: <ul style="list-style-type: none"> • Learner's Book
Expanded opportunities: <ul style="list-style-type: none"> • Let learners analyse other aspects of the Constitution and discuss the values they identify in pairs. • Organise a voting session in class where learners vote for a class representative. Make voting papers and a ballot box. Let learners act as electoral officers and count votes. Run the process as if it were a fully-fledged election. 	Teacher reflection: <ul style="list-style-type: none"> • Were the outcomes reached? • Did the activities strengthen learners' understanding? • Did the learners perform well in assessment? • What did the teacher do to support learners?

LIFE ORIENTATION	
Learning Area: Module and unit: Grade: Date: Duration:	
Life Orientation LO and AS:	Integration LO and AS:
Looking backward at:	Looking forward to:
Core knowledge: Systems and control: Core knowledge and concepts statements:	
Learning activities and assessment:	
Ways in which the Learning Outcomes will be met:	
Forms of assessment:	Resources:
Expanded opportunities:	Teacher reflection:

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MATHEMATICS					
Teacher: Date to start: Date to end: Mathematical Topic: Grade 9:					
Learning Outcomes: Part: Unit: Activity: Critical and Developmental Outcomes:					
Teacher's actions	Learners' Actions	Assessment (methods, instruments)	Resources	Expanded opportunities	Duration
Other points of emphasis (special needs, SKAV's gender issues, etc.):					
Homework:					

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ENGLISH FIRST ADDITIONAL LANGUAGE EXAMPLE	
Learning Area: Grade: Unit: Date: Duration:	
First Additional Language LOs and Ases:	Integration LOs and Ases:
Looking backward at:	Looking forward to:
Content:	
Learning activities and assessment:	
Teaching approach:	
Activity, assessor and assessment tool for recording:	Resources:
Integration of reading:	Teacher reflection:

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EMS	
Learning Area: Grade: Date: Duration:	
EMS LO and AS:	Integration LO and AS:
Looking backward at:	Looking forward to:
Core knowledge: Content/context:	
Learning activities and assessment:	
Forms of assessment:	Resources:
Expanded opportunities:	Teacher reflection:

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GEOGRAPHY	
Learning Area:	
Grade:	
Duration:	
Core knowledge/context:	
Key questions:	
Outcomes:	
Integration:	
Between History and Geography:	
With other learning areas:	
Resources:	
Learning activities:	
Assessment activities:	
Assessment:	
Feedback:	
Reflection on teaching and learning:	

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HISTORY	
Learning Area:	
Grade:	
Duration:	
Core knowledge/context:	
Key questions:	
Outcomes:	
Integration:	
Between History and Geography:	
With other learning areas:	
Resources:	
Learning activities:	
Assessment activities:	
Assessment:	
Feedback:	
Reflection on teaching and learning:	

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ARTS AND CULTURE	
Learning Area: Grade: Activity/Unit: Date: Duration:	
Arts and Culture LO and AS:	Integration LO and AS:
Looking backward at:	Looking forward to:
Content:	
Learning activities: TG reference:	
Planned assessment (recording) <input type="checkbox"/> Written work <input type="checkbox"/> Tests <input type="checkbox"/> Presentation <input type="checkbox"/> Oral report <input type="checkbox"/> Role-play <input type="checkbox"/> Field work/site visits <input type="checkbox"/> Drama <input type="checkbox"/> Interviews <input type="checkbox"/> Journals <input type="checkbox"/> Debates <input type="checkbox"/> Logs <input type="checkbox"/> Essays <input type="checkbox"/> Graphic representation	Resources:
Expanded opportunities:	Teacher reflection:

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TECHNOLOGY	
Learning Area: Duration:	Grade: Date:
Technology LOs and Ases:	Integration LOs and Ases:
Looking backward at:	Looking Forward to:
Core Knowledge: Content/context:	
Learning activities and assessment:	
Forms of assessment:	Resources:

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NATURAL SCIENCES	
Learning Area: Module and unit: Grade:	Date: Duration:
Natural Sciences LO and AS:	Integration LO and AS:
Looking backward at:	Looking forward to:
Core knowledge: Systems and control: Core knowledge and concepts statements: Core knowledge and concepts from the unspecified 30%:	
Learning activities and assessment:	
Ways in which the Learning Outcomes will be met:	
Forms of assessment:	Resources:
Expanded opportunities:	Teacher reflection:

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LIFE ORIENTATION	
Learning Area: Module and unit: Grade: Date: Duration:	
Life Orientation LO and AS:	Integration LO and AS:
Looking backward at:	Looking forward to:
Core knowledge: Systems and control: Core knowledge and concepts statements:	
Learning activities and assessment:	
Ways in which the Learning Outcomes will be met:	
Forms of assessment:	Resources:
Expanded opportunities:	Teacher reflection:

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