

2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 10 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
CAPS TOPIC	DEVELOPMENT OF THE SELF IN SOCIETY	DEVELOPMENT OF THE SELF IN SOCIETY	DEVELOPMENT OF THE SELF IN SOCIETY	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	DEMOCRACY AND HUMAN RIGHTS	DEMOCRACY AND HUMAN RIGHTS	DEMOCRACY AND HUMAN RIGHTS	DEMOCRACY AND HUMAN RIGHTS
CORE CONCEPTS, SKILLS AND VALUES	Self-awareness and self-esteem <ul style="list-style-type: none"> Identify factors that may influence self-awareness and self-esteem, including the media Strategies to enhance self-awareness, self-esteem and self-development Develop strategies to build confidence in self and others Acknowledge and respect the uniqueness of self and others and respect differences regarding, e.g. race, gender, individual abilities, personal preferences 	Power and power relations <ul style="list-style-type: none"> Demonstrate an understanding of the concepts: power, power relations, masculinity, femininity and gender Differences between a man and a woman: <ul style="list-style-type: none"> Reproduction and roles in the community Stereotypical views of gender roles and responsibilities Gender differences in participation in physical activities 	Gender inequality <ul style="list-style-type: none"> Analyse and evaluate the influence of gender inequality on relationships and general well-being with reference to: <ul style="list-style-type: none"> Sexual abuse Teenage pregnancy Violence Sexually transmitted infections (STIs) including HIV and AIDS Value of participation in exercise programmes that promote fitness: <ul style="list-style-type: none"> Cardiovascular fitness Muscular strength Endurance Flexibility Relationship between physical and mental health 	Career decision-making <ul style="list-style-type: none"> Demonstrate knowledge about self in relation to: <ul style="list-style-type: none"> Own subjects Career fields Study choices Identify own interests, abilities, talents and strengths Differentiate between a career field, occupation, career and job Develop a career portfolio <ul style="list-style-type: none"> Use the Khetha Booklet to complete the relevant activities 	Career decision-making <ul style="list-style-type: none"> Research requirements for National Senior Certificate (NSC): <ul style="list-style-type: none"> Various subjects and career options Steps in choosing subjects and the career decision-making process 	Career decision-making <ul style="list-style-type: none"> Socio-economic factors to consider when making career and/or study choices: <ul style="list-style-type: none"> Community needs Availability of finances Affordability, stereotyping, accessibility 	Discrimination and violations of human rights <ul style="list-style-type: none"> Develop an understanding of the following concepts: <ul style="list-style-type: none"> Discrimination and violations of human rights Prohibition of discrimination based on the following contexts: <ul style="list-style-type: none"> Race Religion Language Gender Sexual orientation (with reference to LGBTQI+) HIV/Aids status and other Importance of the: <ul style="list-style-type: none"> Bill of Rights Convention on the rights of the child Committee on the Elimination of Discrimination against Women (CEDAW) 	Discrimination and violations of human rights <ul style="list-style-type: none"> Identify types of discriminating behaviour and incidences of discriminating behaviour and human rights violations in SA and globally. For example: <ul style="list-style-type: none"> Xenophobia Human trafficking Gender-based violence (GBV) Homophobia Corrective rape (in respect of LGBTQI+ communities and other Determine the: <ul style="list-style-type: none"> Nature and source of bias, prejudice, discriminating and oppressing behaviour, and Impact of these violations of human rights on: <ol style="list-style-type: none"> Individuals and Society 	Challenging prejudice and discrimination <p>Significant contributions by individuals to address human rights violations</p> <p>For example:</p> <ul style="list-style-type: none"> Desmond Tutu Sophie de Bruin Charlotte Maxeke Beyers Naude Albi Sachs Helen Suzman Imtiaz Sooliman and others 	Contemporary events showcasing the nature of a transforming South Africa: <p>Evaluate the impact of South African initiatives and campaigns which address discrimination and human rights violation, for example:</p> <ul style="list-style-type: none"> -16 Days of activism against Women and Child abuse -67 minutes for Mandela -and other <p>SA campaigns and initiatives that promote nation building e.g.</p> <ul style="list-style-type: none"> - Heritage Day - Reconciliation Day - Brand Proudly SA - and other <ul style="list-style-type: none"> One's own position, actions and contribution to address discrimination and human rights violations: Initiating own campaign to address discrimination and human rights violations
	Physical education <ul style="list-style-type: none"> Participate in activities that promote PHYSICAL FITNESS Understand safety issues relating to participation in PHYSICAL FITNESS ACTIVITIES Participation and movement performance in PHYSICAL FITNESS Examples of PHYSICAL FITNESS activities 									
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Concept definition map, discussion map, for notetaking, summaries, to organise ideas, etc. <ul style="list-style-type: none"> Internet/case studies/scenarios that are *current and up-to-date*/newspaper articles/DVD's/role play activities/presentations by learners/video clips, DVDs, PowerPoint presentations/guest speakers on a subtopic *as per CAPS content per term*/Power Posters/stimuli such as picture(s)/ Google classroom/ Kahoot/social media platforms/objects/material for demonstrations (to accommodate kinaesthetic learning style)/ organisations/NGOs Constitution of the Republic of South Africa, different textbooks, handouts on self-development/self-concepts/self-image/self-esteem/ components of fitness and activities etc. 									
INFORMAL ASSESSMENT	A minimum of one informal task should be given per week An informal task should cover the various cognitive levels Types of informal tasks could include the following: Various types of questions is used: Short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period For practical demonstration, observation sheets must be used. After a reasonable amount of content has been treated, informal assessment must be given									
SBA (FORMAL ASSESSMENT)	SOURCE-BASED TASK The source-based task must be completed independently under controlled conditions The teacher is required to facilitate the process in class time. However, the completion of the task should not be administered as a class test PET									

2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 10 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	STUDY SKILLS	STUDY SKILLS	Consolidation of work Controlled test			
CORE CONCEPTS, SKILLS AND VALUES	<p>Contemporary social issues that impact negatively on local and global communities: Demonstrate an understanding of the concepts: Social and environmental justice</p> <ul style="list-style-type: none"> • Research incidences of social issues that impact on local and global communities: <ul style="list-style-type: none"> - Crime - Violence - Poverty - Safety and security - Unequal access to basic resources, and - Lack of basic services and resources (water and health services) 	<p>Contemporary social issues that impact negatively on local and global communities:</p> <ul style="list-style-type: none"> • Evaluate the harmful effects of the issues below on personal and community health: <ul style="list-style-type: none"> - Crime - Violence - Poverty - Safety and security - Unequal access to basic resources, and - Lack of basic services and resources (water and health services) 	<p>Skills that are necessary to participate in civic life: Distinguish between:</p> <ul style="list-style-type: none"> - Social thinking skills - Constructive thinking skills - Critical thinking skills <p>Social responsibilities: Outline the knowledge and skills required to make informed decisions and take appropriate action to address social issues that impact on local and global communities</p>	<p>Skills that are necessary to participate in civic life:</p> <ul style="list-style-type: none"> • Research youth service development within your community: <ul style="list-style-type: none"> - Youth and civic organisations, community services, projects, volunteerism • Discuss the purpose and contribution, areas of strength and possible improvements of the above youth services 	<p>Skills that are necessary to participate in civic life:</p> <ul style="list-style-type: none"> • Report on own contribution to these services, projects and organisation: A group or individual project to address a contemporary social issue that impacts negatively on local and/or global communities 	<p>Study skills</p> <ul style="list-style-type: none"> • Study skills: <ul style="list-style-type: none"> - Listening - Reading - Comprehension - Concentration - Memory - Organisation and - Time management • Study methods: <ul style="list-style-type: none"> - Note-taking - Mind-mapping - Summarising - Selecting important concepts • Apply own study skills and study methods 	<p>Study skills</p> <ul style="list-style-type: none"> • Define and discuss the importance of: <ul style="list-style-type: none"> - Critical thinking skills - Creative thinking skills - Problem-solving skills • Analyse own performance in assessment tasks: internal and external assessment • Develop a study plan: Organisation of activities, time management, etc. 				
	<p>Physical Education</p> <ul style="list-style-type: none"> • Participate in activities that promote skills in PLAYGROUND and/or COMMUNITY and/or INDIGENOUS GAMES • Understand safety issues relating to participation in activities that promote skills in PLAYGROUND and/or COMMUNITY and/or INDIGENOUS GAMES • Participation and movement performance in activities that promote skills in PLAYGROUND and/or COMMUNITY and/or INDIGENOUS GAMES • Examples of activities that promote skills in PLAYGROUND and/or COMMUNITY and/or INDIGENOUS GAMES 										
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	<p>Concept definition map, discussion map, for notetaking, summaries, to organise ideas, etc.</p> <ul style="list-style-type: none"> • Internet/case studies/scenarios that are *current and up-to-date*/newspaper articles/DVD's/role play activities/presentations by learners/video clips, DVDs, PowerPoint presentations/guest speakers on a subtopic *as per CAPS content per term*/Power Posters/stimuli such as picture(s)/ Google classroom/ Kahoot/social media platforms/objects/material for demonstrations (to accommodate kinaesthetic learning style)/ organisations/NGOs • Constitution of the Republic of South Africa, different textbooks, handouts on self-development/self-concepts/self-image/self-esteem/ components of fitness and activities etc. 										
INFORMAL ASSESSMENT	<p>A minimum of one informal task should be given per week</p> <p>An informal task should cover the various cognitive levels</p> <p>Types of informal tasks could include the following: Various types of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered.</p>										
SBA (FORMAL ASSESSMENT)	<p>CONTROLLED TEST</p> <p>No assessment for PET</p>										

2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 10 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	DEVELOPMENT OF THE SELF IN SOCIETY	DEVELOPMENT OF THE SELF IN SOCIETY	DEVELOPMENT OF THE SELF IN SOCIETY	DEVELOPMENT OF THE SELF IN SOCIETY	DEVELOPMENT OF THE SELF IN SOCIETY	DEVELOPMENT OF THE SELF IN SOCIETY	DEVELOPMENT OF THE SELF IN SOCIETY	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	CONSOLIDATION OF WORK
CORE CONCEPTS, SKILLS AND VALUES	<p>Life roles Identify and analyse life roles and responsibilities as:</p> <ul style="list-style-type: none"> - student - member of a family - friend - partner - employee - employer - leader, and - follower, etc. <p>• Determine the changing nature of each life role and explain how role changes affect relationships</p> <p>• How does society and culture influence each life role</p>	<p>Adolescence to adulthood: Explain changes associated with development: Adolescence to adulthood</p> <p>Physical changes: hormonal, rapid physical growth, secondary sex/gender characteristic</p> <p>Primary changes in the body: growth and maturing of genital organs (menstruation, ovulation), seed formation, wet dreams), skin problems, increase in body odour, etc.</p>	<p>Adolescence to adulthood:</p> <p>• Emotional changes: Maturing personality</p> <p>• Depth of emotions become more intense, mood swings, feelings of insecurity, "invincible" stage of thinking and acting, challenge authority, changing needs in belief, values and sexual interest</p> <p>• Social changes in relationships with family, social groups, need for acceptance by peer group</p>	<p>Adolescence to adulthood: Identify and discuss behaviour that could lead to sexual intercourse, teenage pregnancy, sexual abuse, and rape</p> <p>• Formulate values and strategies to assist in making responsible decisions regarding sexuality and lifestyle, e.g.:</p> <ul style="list-style-type: none"> - Respect for self and others - Abstinence - Self-control - Right to privacy - Right to protect oneself - Right to say "No" and - Taking responsibility for own actions 	<p>Adolescence to adulthood: Elaborate on the skills required with regards to sexuality and lifestyle choices:</p> <ul style="list-style-type: none"> - Self-awareness - Critical thinking skills - Decision-making skills - Problem solving skills - Assertiveness - Negotiation skills - Communication skills <p>Critically discuss how to apply effective strategies to assist in making responsible decisions in relation to sexuality and lifestyle choices</p>	<p>Adolescence to adulthood:</p> <ul style="list-style-type: none"> • Identify and discuss benefits of positive coping strategies that would enhance long-term resilience and wellbeing • Practice and demonstrate the problem-solving skills required in relation to sexuality and lifestyle choices as a practical class activity <p>Activities can include:</p> <ul style="list-style-type: none"> • Role playing • Scenarios • Debates • Or other 	<p>Adolescence to adulthood: Respect for diversity, e.g.</p> <ul style="list-style-type: none"> • Sex • Gender • Sexual orientation • Lesbian • Gay • Bisexual • Transgender • Queer and • Intersex (LGBTQI+) <p>• Where to find help regarding sexuality and lifestyle choices:</p> <ul style="list-style-type: none"> • Role of nutrition in health and physical activities 	<p>Diversity in jobs: Research careers in the economic sectors:</p> <ul style="list-style-type: none"> • Primary (raw materials) • Secondary (finished products or goods), and • Tertiary (infrastructure and providing services) 	<p>Work settings: Research careers in indoors and outdoors workplace environment and conditions</p> <p>Investigate the activities involved in each job below:</p> <ul style="list-style-type: none"> • Designing • Assembling • Growing <p>Gather information and analyse the skills and competencies required in jobs that entail designing, assembly growing</p>	<p>Opportunities within different career fields including work in recreation, fitness and sport industries:</p> <p>Research the following with regards to the fitness and sports industry:</p> <ul style="list-style-type: none"> • Skills required • Salary package, • Promotion possibilities and • Further study prospects 	
	<p>Physical Education</p> <ul style="list-style-type: none"> • Participate in activities that promote RECREATION AND RELAXATION • Understand safety issues relating to participation in RECREATION AND RELAXATION • Participation and movement performance in RECREATION AND RELAXATION • Examples of activities in RECREATION AND RELAXATION: 										
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	<p>Concept definition map, discussion map, for notetaking, summaries, to organise ideas, etc.</p> <ul style="list-style-type: none"> • Internet/case studies/scenarios that are *current and up-to-date*/newspaper articles/DVD's/role play activities/presentations by learners/video clips, DVDs, PowerPoint presentations/guest speakers on a subtopic *as per CAPS content per term*/Power Posters/stimuli such as picture(s)/ Google classroom/ Kahoot/social media platforms/objects/material for demonstrations (to accommodate kinaesthetic learning style)/organisations/NGOs • Constitution of the Republic of South Africa, different textbooks, handouts on self-development/self-concepts/self-image/self-esteem/components of fitness and activities etc. 										
INFORMAL ASSESSMENT	<p>A minimum of one informal task should be given per week.</p> <p>An informal task should cover the various cognitive levels.</p> <p>Types of informal tasks could include the following:</p> <p>Various types of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered.</p> <p>After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period.</p> <p>For practical demonstration, observation sheets must be used.</p> <p>After a reasonable amount of content has been treated, informal assessment must be given.</p>										
SBA (FORMAL ASSESSMENT)	<p>Project</p> <p>Learners will spend time outside of contact time to collect resources and information</p> <p>The completion of the task should be facilitated by the teacher in class time</p> <p>PET</p>										

2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 10 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CORE CONCEPTS, SKILLS AND VALUES	Awareness of trends and demands in the job market: - Research emerging demands or changing patterns of careers and scarce skills, and the job market - Reading the market for trends regarding jobs and identifying niches - Growth and decline of various occupations and fields of work and competencies linked to these jobs	- South African Qualifications Authority (SAQA) and the - National Qualifications Framework (NQF) and - Recognition of Prior Learning (RPL)	• The need for lifelong learning: Ability to change, re-train, flexibility and ongoing development of the self • Different kinds of learning: formal, informal and non-formal	Living in a multi-religious society: understanding ethical teachings and/or religious laws of major religions in South Africa - Major religions: African traditional religions, Baha'i Faith, Buddhism, Christianity, Hinduism, Islam, and Judaism - Indigenous belief systems in South Africa: origins and practices	Coverage of sport: - Research incidence of gender, race and stereotyping and explain how they contribute towards bias in sporting codes - Elaborate on ways to redress biases within sporting codes	Coverage of sport: Discuss unfair, corrupt and illegal practices in sports: - drug-taking - match-fixing - subjective umpiring and - mal-administration in sport Analysis and critical evaluation of sport coverage				
	Definition of key concepts • Job market, trends and demands, globalisation, scarce skills, niche job, SETA's, SAQA, NQF, RPL • Lifelong learning, formal-, informal-, non-formal, learning, retrain, ethical, monotheistic, sect, indigenous • Redress, bias, stereotyping, match-fixing, maladministration, subjective umpiring Grade 11 related content and concepts									
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Definition of key concepts • Job market, trends and demands, globalisation, scarce skills, niche job, SETA's, SAQA, NQF, RPL • Lifelong learning, formal-, informal-, non-formal, learning, retrain, ethical, monotheistic, sect, indigenous • Redress, bias, stereotyping, match-fixing, maladministration, subjective umpiring Grade 11 related content and concepts Gr 8 & 9 related content and concepts Understanding the different action command words Use the list of definition of concepts. Include key words in terms of different cognitive levels Graphic organisers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for note taking, summaries, to organise ideas, etc. Internet/Case Studies/Scenarios that are *current and up-to-date*/newspaper articles/DVD's/role play activities/presentations by learners/video clips, DVDs, PowerPoint presentations/guest speakers on a subtopic *as per CAPS content per term*/Power Posters/stimuli such as picture(s)/ Google classroom/Kahoot/Social media platforms/objects/material for demonstrations (to accommodate kinaesthetic learning style)/Organisations/NGOs, tips for Success/LinkedIn/Career websites on the different sub-topics for the term/Google the updated Scars Skills lists in the current job market, past exam papers to consolidate content. Textbook, resources on careers, relevant websites (Khetha, DEDAT, Department of Labour, etc.) Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, information from NGOs, government websites									
INFORMAL ASSESSMENT	A minimum of one informal task should be given per week An informal task should cover the various cognitive levels Types of informal tasks could include the following: Various types of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period For practical demonstration, observation sheets must be used After a reasonable amount of content has been treated, informal assessment must be given									
SBA (FORMAL ASSESSMENT)	FINAL EXAMINATIONS									