

2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 11 (TERM 1)

TERM 1	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	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	DEMOCRACY AND HUMAN RIGHTS
CORE CONCEPTS, SKILLS AND VALUES	Goals and goal-setting Plan and achieve life goals: Define the following concepts: • Goals • Goal-setting Identify the types of goals: • Short-term • Medium-term • Long-term Steps in planning and goal-setting, problem-solving skills, perseverance and persistence Evaluate the importance of prioritising life goals, e.g. family, parenting, marriage, career choices and relationships Analyse the relationship between personal values, choices and goal setting	Relationships Relationships and their influence on own well-being • Explain how relationships can influence and are influenced by on own well-being • Discuss the different types of relationships with different people/groups and their changing nature	Relationships • Identify the factors that contribute to relationships that are detrimental to well-being: - Rights and responsibilities in relationships - Societal and cultural views that influence and/or affect relationships - Qualities required in different relationships - Individuality in relationships - Critically analyse the impact of the media on values and beliefs about relationships	Admission requirements • Research the requirements for admission to additional and higher education courses that you may be interested in: National Senior Certificate (NSC) requirements for: - Certificate - Diploma - Degree Research additional and higher education options: • Admission point score for institutions of higher learning • Admission requirements for specific programmes or courses Calculate Admission Point Score (APS) for the specific programmes/ courses based on your Grade 10 results - Develop a career portfolio - Use the Khetha Booklet to complete the relevant activities	Admission requirements Explore requirements for admission to additional and higher education courses at: - Universities of Technology - Technical and Vocational Education and Training (TVET) colleges Explain the purpose of the National Benchmark Tests (NBTs)	Financial assistance Explore options for financial assistance: - Bursaries (Example: NSFAS, Funza Lushaka, and other) - Study loans - Scholarships - Learner-ships - Sector Education and Training Authorities (SETAs) Outline the obligations in terms of financial arrangements	Principles, processes and procedures for democratic participation Investigate the principles, processes and procedures for democratic participation: - Public participation in democratic structures and petition processes - Governance - Law-making process - Rule of Law: definition, importance and benefits - Transparency -Representation - Accountability	Principles, processes and procedures for democratic participation Research the democratic structures: - National - Provincial - Local government Explain principles and functions of structures in addressing the interests of civil society: - Constitutions - Elections - Representation of constituencies - Mandates - Lobbying - Advocacy	Role of sport in nation building How sport can support or detract from nation building Participant and spectator behaviour in sport: incidences that may trigger certain behaviour	Role of sport in nation building The impact of particular behaviours on participants, spectators, teams, opposition, the referee, community, society and nation at large	Role of sport in nation building Exposure to positive behaviour programmes, e.g. respect for authority, opponents and spectators Critically debate in class sport can support or detract from nation building
	Physical Education -Participate in activities that promote current personal level of PHYSICAL FITNESS and HEALTH -Understand safety issues relating to participation in PHYSICAL FITNESS ACTIVITIES -Participation and movement performance in programmes that improve current personal level of PHYSICAL FITNESS and HEALTH -Examples of PHYSICAL FITNESS activities:										
REQUISITE PRE-KNOWLEDGE	Development of the Self in society: Unequal power relations, power inequality, power balance/struggle, incest, domestic violence, sexual harassment, sexual violence Democracy and Human Rights; public participation, rule of law, stereotyping, unfair practices, match fixing, subjective umpiring,										
RESOURCES	Notes on knowledge of the self in society, different career options and Internet sources of information. DVDs, Material from different Departments, handouts, Magazines, Textbooks of other subjects with similar content. Tertiary institutions websites https://www.gov.za/documents/disaster-management-act-declaration-national-state-disaster-covid-19-coronavirus-16-mar										
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)	1. 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. 2. PET										

2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 11 (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	DEVELOPMENT OF THE SELF IN SOCIETY	DEVELOPMENT OF THE SELF IN SOCIETY	DEVELOPMENT OF THE SELF IN SOCIETY	DEVELOPMENT OF THE SELF IN SOCIETY	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Controlled test		
CORE CONCEPTS, SKILLS AND VALUES	<p>Unequal power relations Research incidences of gender-based violence (GBV) in SA and the world Differentiate between the forms of violence e.g.</p> <ul style="list-style-type: none"> • Domestic • Sexual • Rape • Physical • Emotional mental • Femicide • Sexual harassment 	<p>Unequal power relations Critically discuss how the factors below contribute towards GBV, e.g.</p> <ul style="list-style-type: none"> - Unequal power relations - Power balance and power struggles between genders - Abuse of power - Social norms about the roles and responsibilities of each gender - Patriarchy - Sexist views - Gender stereotypes - Prejudice - Bigotry - Race - Sexual orientation (LGBTQI+) 	<p>Unequal power relations Discuss the negative effects of GBV on the health and well-being of the: individual, family and society Refer specifically to:</p> <ul style="list-style-type: none"> - Physical trauma - Psychological trauma - Emotional trauma <p>Explore how GBV contributes towards:</p> <ul style="list-style-type: none"> • Broken family structures • Increased social ills • Inability to build trusting social relationships • Burden on health and judicial systems 	<p>Unequal power relations Explore strategies to address unequal power relations and power inequality between genders Evaluate the efforts of the campaigns below to reduce and prevent gender-based violence:</p> <ul style="list-style-type: none"> - Awareness campaigns, e.g. 16 Days of Activism against Violence Against Women and Child Abuse - Educational programmes such as CSE, free social and legal support 	<p>Environmental issues that cause ill-health</p> <ul style="list-style-type: none"> • The use of harmful substances in food production • Inhumane farming methods: impact of degradation on society and the environment: environmental hazards such as: - Soil erosion - Pollution - Radiation - Floods - Fires 	<p>Environmental issues that cause ill-health Impact of depletion of resources such as:</p> <ul style="list-style-type: none"> - Fishing stocks - Firewood - Land <p>Dealing with environmental factors that cause ill-health on a personal level:</p> <ul style="list-style-type: none"> - Attitudes - Safety - First aid skills - Coping with disasters 	<p>Environmental issues that cause ill-health Climate change: Causes, impact on development, mitigation and adaptation</p> <ul style="list-style-type: none"> • Human activities that contribute to global warming • Effect on: - Eco-systems - Oceans - Humans - Weather patterns • Ways to reduce/mitigate adapt to global warming: responsible consumption habits, recycling, sustainable use of natural resources, sustainable transportation 	<p>Environmental issues that cause ill-health Responsible citizenship: Identify and participate in a community service that address a contemporary environmental issue indicating how this may harm certain sectors of society more than others</p>			
	<p>Physical Education</p> <ul style="list-style-type: none"> - Participate in activities that promote own UMPIRING, ADMINISTRATIVE, ORGANISATIONAL and LEADERSHIP SKILLS in self designed and structured COMMUNITY and/or PLAYGROUND and/or INDIGENOUS GAMES that promote physical activity - Understand safety issues relating to participation in activities that promote own UMPIRING, ADMINISTRATIVE, ORGANISATIONAL and LEADERSHIP SKILLS in self designed and structured COMMUNITY and/or PLAYGROUND and/or INDIGENOUS GAMES that promote physical activity - Participation and movement performance in activities that promote skills in UMPIRING, ADMINISTRATIVE, ORGANISATIONAL and LEADERSHIP SKILLS in self designed and structured COMMUNITY and/or PLAYGROUND and/or INDIGENOUS GAMES that promote physical activity 										
REQUISITE PRE-KNOWLEDGE	<p>Definition of concepts: Study skills: Study styles and strategy, examination-writing skills, process of assessment, time management skills etc. Social environmental responsibility: Environmental issues, ill-health, environmental degradation, environmental hazards, depletion of resources, environmental factors, climate change Social and environmental responsibility: Definition of concepts: Social and environmental justice; social, constructive, and critical thinking skills; social issues, personal and community health etc.</p>					<p>Grade 10 related content and concepts: Definition of concepts: Study skills, study methods, critical and creative skills, external and internal assessment, annual study plan etc. Understanding the different action/command words List of critical concepts Definition of action words in assessment</p>					
RESOURCES	<p>Notes on different approaches towards effective studying, environmental issues that cause ill-health, environmental degradation, climate change Internet sources of information DVDs, material from different departments, handouts and notes on different but relevant content in the term, magazines, textbooks of other subjects with similar content</p>										
INFORMAL ASSESSMENT	<p>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</p>										
SBA (FORMAL ASSESSMENT)	<p>CONTROLLED TEST No marks for PET</p>										

2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 11 (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	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES
CORE CONCEPTS, SKILLS AND VALUES	Healthy and balanced lifestyle choices Healthy and balanced lifestyle choices: - Maintaining physical, psychological, social, emotional and spiritual health - Healthy nutrition and being physically active	Healthy and balanced lifestyle choices Factors that impact negatively on lifestyle choices: - Lack of knowledge - Poor decision-making skills - Unsafe attitudes and behaviours - Unsafe environments - Emotional factors - Peer pressure Socio-economic aspects: Poor literacy, low income, poverty, and unfavourable social environments	Risky behaviour and situations Substance use and abuse, unsafe sexual behaviour, risk of pregnancy, teenage suicides; poor hygiene and dietary habits, unsafe road use	Risky behaviour and situations Impact of unsafe practices on self and others: Physically, emotionally, spiritually and socially	Risky behaviour and situations Individual responsibility for making informed decisions and choices: Prioritising personal safety, seeking support and advice to change risky behaviour	Factors that impact positively on lifestyle choices Positive role models, e.g. - Parents, peers and others - Personal values - Belief system - Religion - Social skills - Positive cultural influences - Economic conditions	Competencies, abilities and ethics that will assist in securing a job and developing a career • Studying advertisements • Writing an application letter • Completing application forms (hard copies and online)	Competencies, abilities and ethics that will assist in securing a job and developing a career Writing and building a curriculum vitae (CV): - All forms of experience gained - Obtain testimonials - Evidence of job shadowing - Informal and/or part-time jobs - Managing projects - Administration skills	Competencies, abilities and ethics that will assist in securing a job and developing a career Interview skills: Personal appearance, conduct and preparation for typical questions Work ethics: Responsibility and accountability	Competencies, abilities and ethics that will assist in securing a job and developing a career • Personal expectations and knowledge about self in relation to the demands of the world of work and socio-economic conditions: - Acquire knowledge about jobs that require skilled, semi-skilled, unskilled and physical labour	Competencies, abilities and ethics that will assist in securing a job and developing a career Additional and higher education studies required for different careers: • Further certificates and diplomas • Honours degrees • Masters degrees • Doctoral degrees
	Physical Education • Participate in activities that promote LEADERSHIP ROLES in self designed or structured RECREATIONAL and RELAXATION group activity • Understand safety issues relating to participation in programmes that promote LEADERSHIP ROLES in self designed or structured RECREATIONAL and RELAXATION group activity • Participation and movement performance in programmes that promote LEADERSHIP ROLES in self designed or structured RECREATIONAL and RELAXATION group activity • Examples of programmes that promote LEADERSHIP ROLES in self designed or structured RECREATIONAL and RELAXATION group activity										
REQUISITE PRE-KNOWLEDGE	Definition of concepts • Development of the self in society: Healthy and balanced lifestyle, risky behaviours, unsafe practices, etc. • Careers and career choices: Socio-economic environment, competencies, abilities, ethics, ethical behaviour, etc.						• Grade 10 related content and concepts • Development of self in society: Life roles, changes and development towards adulthood, coping with change, values and strategies to make informed decisions • Careers and career choices: Career field, occupations, careers and jobs, NCS, life domains, socio-economic considerations for careers and study choices, ethical behaviour				
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	- Notes on different jobs and their requirements etc. Internet sources, publication from relevant government departments, Magazines and textbooks. - 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 organize ideas, etc. Internet/Case Studies/Scenarios that are *current and up-to-date*/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic *as per CAPS content per term*/Power Posters/Stimuli such as picture(s)/Google classroom/Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/Organisations/NGOs, Tips for Success/LinkedIn/Career websites on the different sub-topics for the term/Google the updated Scarce skills lists in the current job market, Past exam papers to consolidate content - https://www.gov.za/documents/disaster-management-act-declaration-national-state-disaster-covid-19-coronavirus-16-mar - https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2298-media-statement-sahrc-continues-to-monitor-human-rights-observance-and-calls-for-calm - https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2296-media-statement-sahrc-responds-to-the-covid-19-national-lockdown - https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2331-media-statement-sahrc-calls-on-government-to-ensure-that-persons-with-disabilities-are-included-in-decisions-and-interventions-related-to-covid-19 - Sahrc.org.za/index.php/sahrc-media/news-2/item/2288-media-statement-sahrc-urges-all-within-south-africa-to-take-all-necessary-steps-to-minimise-the-spread-of-covid-19 https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-monitoring-during-the-lockdown										
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)	PROJECT Learners will spend time outside of contact time to collect resources and information. The completion of the task should be facilitated by the teacher in class time. PET										

2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 11 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS TOPIC	DEMOCRACY AND HUMAN RIGHTS	DEMOCRACY AND HUMAN RIGHTS	STUDY SKILLS	STUDY SKILLS	STUDY SKILLS	STUDY SKILLS	FINAL EXAMINATION			
CORE CONCEPTS, SKILLS AND VALUES	Elaborate on the contributions of South Africa's diverse religions and belief systems to a harmonious society and own belief system: - Clarify own values and beliefs	Identify and critically analyse various moral and spiritual issues and dilemmas: for example - Right-to-life - Euthanasia - White lies or other Continue ... - Cultural practices and traditions Respect differing opinions	Study skills Revise and implement a study plan by including and applying: - Time management skills - Study skills: examine how learning takes place and reflect on effectiveness	Study skills • Study styles as preferred way of approaching tasks • Study strategy to approach a specific task in the light of perceived demands	Study skills • Examination writing skills • Apply goal-setting skills: Personal development goals regarding study, health and fitness	Study skills Revision and consolidation				
REQUISITE PRE-KNOWLEDGE	Development of the self: Poverty, social environment, social and cultural influences, Informed decisions, barrier Sexuality, lifestyle choices, COVID-19 Democracy and Human Rights: Diverse religions, belief systems, harmonious society, Night vigil									
RESOURCES	Graphic 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 Scarce skills lists in the current job market, past exam papers to consolidate content									
INFORMAL ASSESSMENT	A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Various 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.									
FORMAL ASSESSMENT	FINAL EXAMINATIONS									

PHYSICAL EDUCATION

The following table provides examples of possible physical education activities that can be presented per movement section for Grades 10-12:

Fitness	Games and sport	Recreation
<ul style="list-style-type: none"> • Aerobics: aqua (water) aerobics, dance aerobics, stepping • Circuit training • Obstacle courses • Walking/running programmes • Endurance/muscle strengthening exercises with/without small apparatus (sticks, balls, ropes, hoops, bean bags, chairs): individually and in pairs • Exercises using weights 	<ul style="list-style-type: none"> • Athletics: field and track events • Relays with and without apparatus • Batting and fielding games: rounders, softball, cricket, baseball • Invasion games: netball, rugby, basketball, soccer, touch rugby • Net/wall games: tennis, volley ball, table tennis • Target games: golf, hockey • Water activities: lifesaving • Swimming games and water sports • Synchronised swimming • Netball, rugby, soccer, hockey, cricket • Softball, baseball, basketball • Mat ball, hand soccer, rounders 	<ul style="list-style-type: none"> • Dancing: social (ballroom, folk), traditional, creative, rhythmical movements with or without hand apparatus • Gymnastics (educational): individual and group activities • Hiking • Orienteering • Self-defence

Safety issues/principles	
<ul style="list-style-type: none"> • Clothing • Footwear • Size and surface of the play area • Surface of large apparatus • Condition of apparatus 	<ul style="list-style-type: none"> • Warming up and cooling down • Basic first aid • Water safety • Spacing of learners during activities • Following instructions