

2021 Annual Teaching Plans

LIFE ORIENTATION

Senior Phase



Shuter & Shooter
PUBLISHERS (PTY) LTD

OS1001372



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INTRODUCTION

Shuter & Shooter is committed to serving the educational needs of a changing South Africa.



- We develop and publish educational material.
- We provide supplementary professional services in the education sector.
- We offer superior customer service and distribution.

Shuter & Shooter is proud to be 100% South African, 100% black-owned and a Level 1 BBBEE company. Please support more local publishers like Shuter & Shooter.



Our products include:

- Textbooks
- Teacher Guides
- Workbooks
- Study Guides
- Core Readers
- Graded Readers
- Phonics Reading Schemes
- TVET Materials
- Dictionaries
- Atlases
- Wall Charts
- Educational Toys and Puzzles
- Reference Books
- E-Books
- Digital Learning Resources

**We are also proud to be an accredited training provider,
registered with the ETDP SETA and SACE.**

Why choose our books?

- Fully CAPS compliant
- Lots of activities and exercises
- Relevant examples throughout the books
- Simple language, written at the level of the learner
- Easy to plan lessons
- Planning and Tracking Booklets help to make teaching easier

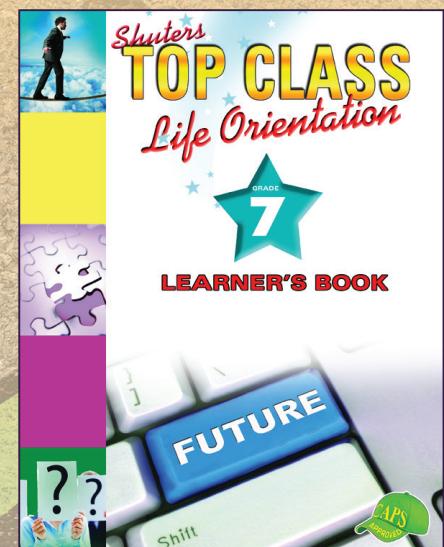
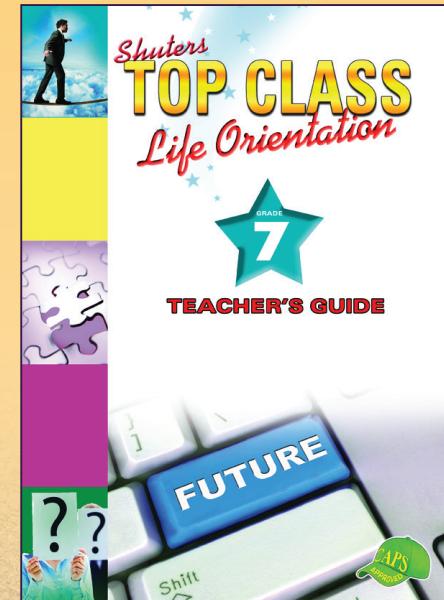
Advantages of using our books

- Improves learners' results
- Assess progress easily
- Reduce the administrative burden
- Helps save planning and preparation time
- Follows the CAPS precisely, making teaching easier
- Most of our titles are also available as e-Books

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7



LIFE ORIENTATION Term 1

| Topic | Content | Time allocation | Where to find it in Top Class Life Orientation Grade 7 | Unit | LB | TG |
|--|--|-----------------|--|------|-------|-------|
| Concept: self-image | <ul style="list-style-type: none"> Identify and reflect on positive personal qualities: relationship with self, family, friends Strategies to enhance self-image through positive actions: respect for self Personal interests, abilities and potential Strategies to enhance others' self-image through positive actions: respect for others and respect for diversity | Weeks 1–2 | Unit 1: Development of the self in society | | 1–8 | 1–3 |
| Changes in boys and girls: puberty and gender constructs | | | | | | |
| Development of the self in society | <ul style="list-style-type: none"> Physical and emotional changes Understanding the changes and how these impact on relationships Respect for own and others' body changes and emotions Appreciation and acceptance of the self and others | Weeks 3–5 | Unit 3: Development of the self in society | | 12–18 | 6–12 |
| Peer pressure: effects of peer pressure | | | | | | |
| Health and environmental responsibility | <ul style="list-style-type: none"> How peer pressure may influence an individual: use of substances, crime, unhealthy sexual behaviour, bullying and rebellious behaviour Appropriate responses to pressure: assertiveness and coping skills Negotiation skills: ability to disagree in constructive ways Where to find help | Weeks 6–7 | Unit 5: Development of the self in society | | 22–28 | 14–17 |
| Development of the self in society | Prior knowledge - Grade 6 content <ul style="list-style-type: none"> HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS Caring for people with AIDS | Week 8 | | | | |
| World of work | <p>Grade 6 content</p> <ul style="list-style-type: none"> Self-management skills: Responsibilities at school and home Prioritising responsibilities Developing an activity plan: homework, house chores and playing time <ul style="list-style-type: none"> Importance of reading and studying: reading for enjoyment and reading with understanding Skills to develop memory: ability to recall | Week 10 | Unit 7: World of work | | 28–37 | 19–21 |

LIFE ORIENTATION Term 1

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| | | | | | |
|--------------------|---|------------|----------------------------|-------|-------|
| Physical Education | • Participation in a fitness programme • Safety issues relating to fitness activities | Weeks 1–4 | Unit 4: Physical Education | 18–21 | 12–13 |
| | • Participation in a fitness programme • Participation and movement performance in a fitness programme | Weeks 5–7 | Unit 6: Physical Education | 28 | 18 |
| | • Participation in a fitness programme • Participation and movement performance in a fitness programme | Weeks 8–10 | Unit 8: Physical Education | 38–41 | 26–27 |
| | | | | | |

LIFE ORIENTATION Term 2

| Topic | Content | Time allocation | Where to find it in Top Class Life Orientation Grade 7 | Unit | LB | TG |
|--|--|-----------------|--|-------|-------|------------------------|
| Social responsibility | <p>Grade 6 content</p> <ul style="list-style-type: none"> Nation-building and cultural heritage: definition of concepts How cultural heritage unifies the nation: national symbols, national days National symbols such as flag, anthem, code of arms, etc. Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day | Week 1 | | | | Grade 6 content |
| Constitutional rights and responsibilities | <ul style="list-style-type: none"> Human rights as stipulated in the South African Constitution: <ul style="list-style-type: none"> Application of human rights Application of responsibilities in relation to human rights Fair play in a variety of athletic and sport activities: role of values, trust and respect for difference | Weeks 2-3 | Unit 9: Constitutional rights and responsibilities | 42-49 | 29-32 | |
| Social responsibility | <p>Prior knowledge – Grade 6 content</p> <ul style="list-style-type: none"> Gender stereotyping, sexism and abuse: definition of concepts Effects of gender stereotyping and sexism on personal and social relationships Effects of gender-based abuse on personal and social relationships Dealing with stereotyping, sexism and abuse | Week 4 | | | | Grade 6 content |
| Constitutional rights and responsibilities | <ul style="list-style-type: none"> Dealing with abuse in different contexts: between adults and children and between peers Identify threatening and risky situations Effects of abuse on personal and social health and relationships Importance of communication to promote healthy and non-violent relationships How to protect oneself from threatening and risky situations Places of protection and safety for victims of abuse: where to find help | Weeks 5-6 | Unit 11: Constitutional rights and responsibilities | 52-58 | 37-42 | |

LIFE ORIENTATION Term 2

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| | Prior knowledge - Grade 6 content: | Grade 6 content |
|-------------------------|---|---|
| Development of the self | <ul style="list-style-type: none"> Caring for people: Considering others' needs and views <ul style="list-style-type: none"> – Communicating own views and needs without hurting others – Acts of kindness towards other people | Week 7 |
| World of work | <p>Career fields:</p> <ul style="list-style-type: none"> Qualities relating to each field: interests and abilities School subjects related to each career field Work environment and activities in each career field Opportunities within each career field Challenges within each career field Level of schooling – requirements for each career field Duration of study for each career field Services and sources for career fields and study information | <p>Week 8–9</p> <p>Unit 13: World of work</p> |
| Physical Education | <ul style="list-style-type: none"> Plays community or indigenous games that include the concept of invasion Safety issues relating to participation in invasion games Plays community or indigenous games that include the concept of invasion Participation and movement performance in community or indigenous games that include the concept of invasion Plays community or indigenous games that include the concept of invasion Participation and movement performance in community or indigenous games that include the concept of invasion | <p>Weeks 1–3</p> <p>Unit 10: Physical Education</p> <p>Weeks 4–6</p> <p>Unit 12: Physical Education</p> <p>Weeks 7–9</p> <p>Unit 14: Physical Education</p> |

LIFE ORIENTATION Term 3

| Topic | Content | Time allocation | Where to find it in Top Class Life Orientation Grade 7 | Unit | LB | TG |
|---|--|---------------------|--|------------------|----|----|
| Development of the self | Prior knowledge – Grade 6 content <ul style="list-style-type: none"> Bullying; reasons for bullying Substance abuse: <ul style="list-style-type: none"> Types/ forms of substance abuse Symptoms of substance abuse Personal factors that contribute to substance abuse: intrapersonal and interpersonal Protective factors that reduce the likelihood of substance abuse <ul style="list-style-type: none"> Prevention measures: early detection | Week 1 Weeks 2–4 | Grade 6 content Unit 15: Health, social and environmental responsibilities | 77–84 62–65 | | |
| Social responsibility | Prior knowledge - Grade 6 content <ul style="list-style-type: none"> Cultural rites of passage: Important stages in the individual's life in South African cultures: birth, baptism, wedding and death <ul style="list-style-type: none"> Meaning of each stage Personal and social significance of each stage | Week 5 | Grade 6 content | | | |
| Health, social and environmental responsibility | Concept: environmental health <ul style="list-style-type: none"> Local environmental health problems Community and individual projects and strategies to prevent and deal with environmental health problems Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound choices and actions | Weeks 6–8 | Unit 17: Health, social and environmental responsibility | 91–104 68–74 | | |
| World of work | Simulation of career-related activities: name of career, who is the employer <ul style="list-style-type: none"> Dress code for the career Tools or working equipment for the career Activities related to work environment Place or institution of employment Personality characteristics School subjects and level of schooling: requirements for this career Where to study and duration of study Related careers Value and importance of work in fulfilling personal needs and potential | Weeks 9–11 | Unit 19: World of work | 107–117 75–80 | | |

LIFE ORIENTATION Term 3

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|--------------------|---|------------|-----------------------------|---------|-------|
| Physical Education | • Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements • Safety issues relating to movement activities | Weeks 1–4 | Unit 16: Physical Education | 85–90 | 80–81 |
| | • Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements • Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements | Weeks 5–8 | Unit 18: Physical Education | 105–106 | 74–75 |
| | • Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements • Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements | Weeks 9–11 | Unit 20: Physical Education | 118–120 | 80–83 |
| | | | | | |

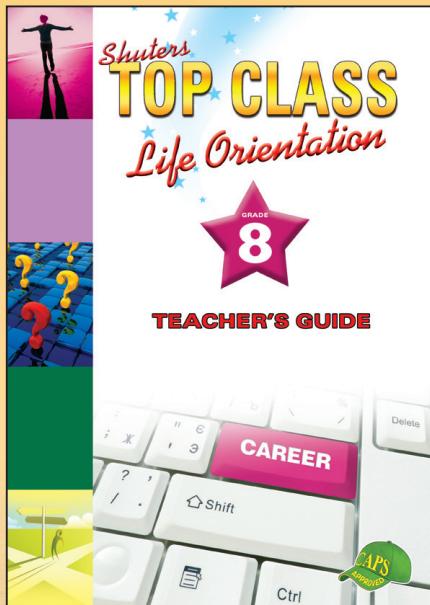
LIFE ORIENTATION Term 4

| Topic | Content | Time allocation | Where to find it in Top Class Life Orientation Grade 7 | Unit | LB | TG |
|--|--|-----------------|--|---------|-------|----|
| Development of the self in society | <ul style="list-style-type: none"> Concepts: personal diet and nutrition <ul style="list-style-type: none"> Factors that influence choice of personal diet: ecological, social, economic, cultural and political Ways to improve nutritional value of own personal diet: a plan for healthy eating habits | | | | | |
| Health and environmental responsibility | <p>Grade 6 content</p> <ul style="list-style-type: none"> Food hygiene: Safe and harmful ingredients <ul style="list-style-type: none"> Food preparation Food storage Food-borne diseases | Weeks 1–2 | Unit 21: Development of the self in society | 121–131 | 84–88 | |
| Health and environmental responsibility | <p>Prior knowledge - Grade 6 content</p> <ul style="list-style-type: none"> Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc. Causes of communicable diseases Signs and symptoms of communicable diseases Where to find information: o Prevention strategies Available treatment | Week 3 | Grade 6 content | | | |
| Constitutional rights and responsibilities | <ul style="list-style-type: none"> Common diseases: tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS Causes of diseases: social, economic and environmental factors including use of alcohol and tobacco, poor eating habits and physical inactivity Treatment options, care and support Resources on health information and health services Strategies for living with tuberculosis, diabetes, epilepsy, HIV and AIDS | Weeks 4–6 | Unit 23: Health, social and environmental responsibility | 134–146 | 90–94 | |
| Constitutional rights and responsibilities | <ul style="list-style-type: none"> Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i faith and African religion. | Week 7 | Unit 25: Constitutional rights and responsibilities | 150–157 | 98–99 | |

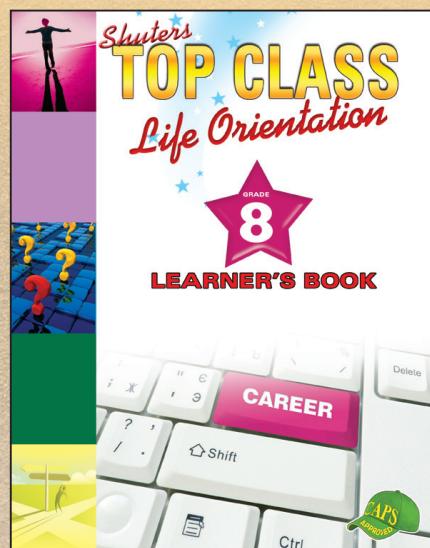
LIFE ORIENTATION Term 4

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| | Grade 6 content | | | | | | | | | | |
|--|---|--|-----------|-----------------------------|---------|-------|--|-----------|-----------------------------|---------|-----|
| Social responsibility | Prior knowledge - Grade 6 content <ul style="list-style-type: none">• Caring for animals: Acts of cruelty to animals<ul style="list-style-type: none">– Taking care of and protecting animals– Places of safety for animals | | | | | | | | | | |
| Physical Education | <table border="1"><tbody><tr><td>• Participation in an outdoor recreational programme<ul style="list-style-type: none">• Safety issues relating to outdoor recreational activities</td><td>Weeks 1–3</td><td>Unit 24: Physical Education</td><td>146–149</td><td>95–97</td></tr><tr><td>• Participation in an outdoor recreational programme<ul style="list-style-type: none">• Participation and movement performance in an outdoor recreational programme</td><td>Weeks 4–8</td><td>Unit 26: Physical Education</td><td>157–158</td><td>107</td></tr></tbody></table> | • Participation in an outdoor recreational programme <ul style="list-style-type: none">• Safety issues relating to outdoor recreational activities | Weeks 1–3 | Unit 24: Physical Education | 146–149 | 95–97 | • Participation in an outdoor recreational programme <ul style="list-style-type: none">• Participation and movement performance in an outdoor recreational programme | Weeks 4–8 | Unit 26: Physical Education | 157–158 | 107 |
| • Participation in an outdoor recreational programme <ul style="list-style-type: none">• Safety issues relating to outdoor recreational activities | Weeks 1–3 | Unit 24: Physical Education | 146–149 | 95–97 | | | | | | | |
| • Participation in an outdoor recreational programme <ul style="list-style-type: none">• Participation and movement performance in an outdoor recreational programme | Weeks 4–8 | Unit 26: Physical Education | 157–158 | 107 | | | | | | | |



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LIFE ORIENTATION Term 1

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| Topic | Content | Time allocation | Where to find it in Top Class Life Orientation Grade 8 | LB | TG |
|---|---|-----------------|--|---------|-------|
| Development of the self in society | <p>Concepts: self-concept and self-motivation</p> <ul style="list-style-type: none"> Factors that influence self-concept formation and self-motivation: media, environment, friends and peers, family, culture, religion and community Positive self-talk: individuality and uniqueness and personal achievements Strategies and skills to extend personal potential <p>Concepts: sexuality</p> <ul style="list-style-type: none"> Understanding one's sexuality: personal feelings that impact on sexuality Influence on friends and peers on one's sexuality Family and community norms that impact on sexuality Social pressures including media that impact on sexuality Problem-solving skills: identity formation and development <p>Relationships and friendships: relationship at home, school and in the community</p> <ul style="list-style-type: none"> Appropriate ways to initiate a relationship Appropriate ways to sustain a relationship Problem solving skills: appropriate behaviour in a relationship Communication skills: ability to disagree in constructive ways and appropriate ways to end a relationship | Weeks 1–3 | Unit 1: Development of the self in society | 1–12 | 1–5 |
| World of Work | <p>Different learning styles: visual, aural, kinesthetic, reading and writing</p> <p>Common diseases: tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS and COVID-19</p> <ul style="list-style-type: none"> Causes of diseases: social, economic and environmental factors including use of alcohol and tobacco, poor eating habits and physical inactivity Treatment options, care and support (coping with emotions: trauma, grief, loss and anxiety) Resources on health information and health services Strategies for living with and management of tuberculosis, diabetes, epilepsy, HIV and AIDS including COVID-19 | Week 8 | Unit 7: World of work | 41–47 | 20–22 |
| Health, social and environmental responsibility | | Weeks 9–10 | <p>Revise from Top Class Life Orientation Grade 7</p> <p>Unit 23: Health, social and environmental responsibility</p> | 134–146 | 90–94 |

LIFE ORIENTATION Term 1

| Topic | Content | Time allocation | Where to find it in Top Class Life Orientation Grade 8 | Unit | LB | TG |
|--------------------|---|---|--|----------------------------------|-----------------------------|----|
| Physical Education | <ul style="list-style-type: none"> Participation in Physical activities that promote components of fitness Safety issues relating to fitness Participation in Physical activities that promote components of fitness Participation and movement performance in physical activities that promote components of fitness Participation in Physical activities that promote components of fitness Participation in Physical activities that promote components of fitness | Weeks 1–3 Weeks 4–5 Weeks 6–7 Weeks 8–10 | Unit 2: Physical Education Unit 4: Physical Education Unit 6: Physical Education Unit 8: Physical Education | 13–16 25–28 37–40 48–49 | 6–8 12–14 18–19 28 | |

LIFE ORIENTATION Term 2

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|---|--|-----------|--|-------|
| | <ul style="list-style-type: none"> • Identify and apply own learning style (self-management skills) • Six career categories: investigative, enterprising, realistic, artistic, conventional and social (identify category of essential workers) <ul style="list-style-type: none"> – Interests and abilities related to each career category – Thinking and learning skills required by each career category – School subjects related to each career category. – The role of work in relation to South Africa's social and economic needs – Identify needs in the community and country <ul style="list-style-type: none"> – How work can meet social and economic need in South Africa | Week 1 | Unit 9: World of work | 50–54 |
| World of Work | <ul style="list-style-type: none"> • Social factors that contribute to substance abuse including community and media <ul style="list-style-type: none"> • Appropriate behaviour to stop and avoid substance abuse: refusal and decision-making skills • Long and short term consequences of substance abuse: link to crime, violence and educational outcomes • Rehabilitation options: where to find help, care and support | Weeks 2–4 | Unit 11: World of work | 58–68 |
| Health, social and environmental responsibility | <ul style="list-style-type: none"> • Participation in target games <ul style="list-style-type: none"> • Participation in target games • Participation and movement performance in target games | Weeks 5–7 | Unit 13: Health, social and environmental responsibility | 77–87 |
| Physical Education | <ul style="list-style-type: none"> • Unit 10: Physical Education • Unit 12: Physical Education • Unit 14: Physical Education | Week 1 | 55–57 | 32–34 |

LIFE ORIENTATION Term 3

| Topic | Content | Time allocation | Where to find it in Top Class Life Orientation Grade 8 | Unit | LB | TG |
|---|---|-----------------|--|---------|-------|----|
| World of Work | <ul style="list-style-type: none"> Relationships between performance in school subjects and interests and abilities: <ul style="list-style-type: none"> Types of learning activities related to different subjects: practical, theoretical, individual or group activities Demands of each subject: thinking and learning skills required Decision-making process: <ul style="list-style-type: none"> Steps in choosing career category relating to individual strength, ability, interest and passion <p>(Prior Knowledge of Grade 7 Term 3)</p> <ul style="list-style-type: none"> Concept: environmental health <ul style="list-style-type: none"> Local environmental health problems Community and individual projects and strategies to prevent and deal with environmental health problems Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound choices and actions Environmental health issues: <ul style="list-style-type: none"> Application of laws and policies to protect the environmental health; address an environmental issue Earth Day: preservation of the environment: Honouring Earth Day: ways of being kinder to Earth Develop and implement an environmental health programme | Weeks 1–3 | Unit 15: World of work | 93–103 | 62–64 | |
| Health and environmental responsibility | <ul style="list-style-type: none"> Informed, responsible decision making about health and safety: HIV & AIDS and COVID 19 <ul style="list-style-type: none"> Management with medication, diet, healthy living and positive attitude Prevention and safety issues relating to HIV/AIDS and COVID 19 Caring for people living with HIV/AIDS and COVID 19 Management of HIV/AIDS including COVID 19 Coping with (coping with grief, trauma, loss and crisis) | Weeks 4–7 | Unit 17: Health, social and environmental responsibility | 112–124 | 70–73 | |
| | | Weeks 8–9 | Unit 19: Health, social and environmental responsibility | 129–135 | 77–79 | |

LIFE ORIENTATION Term 3

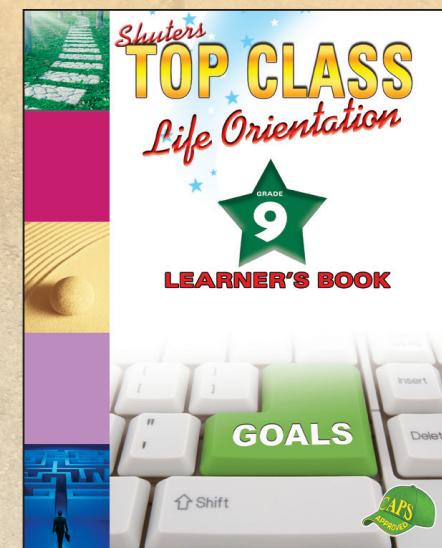
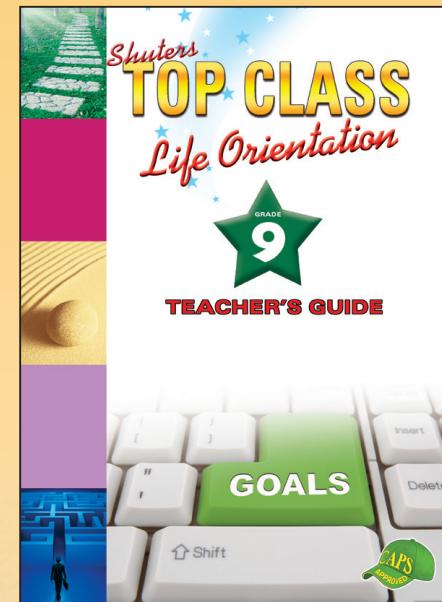
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|--|--|-------------|---|---------|-------|
| Constitutional rights and responsibilities | Nation building: definition <ul style="list-style-type: none">– Different ways to promote nation building in different contexts: community, school and home– Contributions of women and men towards nation building; individuals and groups | Weeks 10–11 | Unit 21: Constitutional rights and responsibility | 139–148 | 83–87 |
| | <ul style="list-style-type: none">• Participation in a programme that improves movement techniques• Safety issues relating to movement activities | Weeks 1–3 | Unit 16: Physical Education | 104–111 | 65–69 |
| Physical Education | <ul style="list-style-type: none">• Participation in a programme that improves movement techniques• Participation and movement performance in a programme that improves movement techniques• Participation in a programme that improves movement techniques• Participation in a programme that improves movement techniques | Weeks 4–7 | Unit 18: Physical Education | 124–128 | 73–76 |
| | <ul style="list-style-type: none">• Participation in a programme that improves movement techniques• Participation in a programme that improves movement techniques• Participation and movement performance in a programme that improves movement techniques | Weeks 8–9 | Unit 20: Physical Education | 136–139 | 80–82 |
| | | Weeks 10–11 | Unit 22: Physical Education | 149–151 | 88–90 |

LIFE ORIENTATION Term 4

| Topic | Content | Time allocation | Where to find it in Top Class Life Orientation Grade 8 | Unit | LB | TG |
|--|---|-----------------|---|---------|---------|----|
| Constitutional rights and responsibilities | <ul style="list-style-type: none"> • Concept: human rights violations <ul style="list-style-type: none"> – Types of violations – Counter-strategies to violations of human rights • Concept: gender equity <ul style="list-style-type: none"> – Gender equity issues in a variety of athletic and sport activities – Defining gender-based violence – Emotional, health and social impact of rape and gender-based violence – Prevention of violence against women: law on sexual offences – Sources of help for victims: safety for girls and women • Concept: cultural diversity in South Africa - Diverse cultural norms and values in relation to personal and community issues <ul style="list-style-type: none"> – Influence of cultural norms and values on individual behaviour, attitude and choices: cultural expectations, practices and traditions – Understanding diverse cultures: recognition of diverse cultures to enrich South African society – Respect difference: culture, religion and gender – Celebrate unity in diversity: respect difference and celebrate similarity – Contributions to social development by organisations from various religions | Weeks 1–3 | Unit 23: Constitutional rights and responsibilities | 152–183 | 91–99 | |
| Development of the self in society | <p>(Prior Knowledge of Grade 7 Term 4)</p> <ul style="list-style-type: none"> • Concepts: personal diet and nutrition <ul style="list-style-type: none"> – Factors that influence choice of personal diet: ecological, social, economic, cultural and political – Ways to improve nutritional value of own personal diet: a plan for healthy eating habits • Participation in an outdoor recreational activity • Participation and movement performance in an outdoor recreational activity • Safety issues relating to participation in recreational activities | Weeks 7–8 | Revise Top Class Life Orientation Grade 7 Unit 21: Development of the self in society | 121–131 | 84–88 | |
| Physical Education | <ul style="list-style-type: none"> • Participation in an outdoor recreational activity • Participation and movement performance in an outdoor recreational activity | Weeks 1–3 | Unit 24: Physical Education | 184–188 | 100–103 | |
| | | Weeks 4–8 | Unit 26: Physical Education | 218–221 | 117–119 | |

9



LIFE ORIENTATION Term 1

| Topic | Content | Time allocation | Where to find it in Top Class Life Orientation Grade 9 | Unit | LB | TG |
|--|--|-----------------|---|-------|-------|----|
| Prior-Knowledge: Grade 8 Term 2 Social factors that contribute to substance abuse including community and media refusal and decision-making skills | <ul style="list-style-type: none"> Appropriate behaviour to stop and avoid substance abuse: Long and short term consequences of substance abuse: link to crime, violence and educational outcomes Rehabilitation options: where to find help, care and support Goal-setting skills: personal lifestyle choices Influence of media, environment, friends and peers, family, culture, religion and community on personal lifestyle choices Appropriate responses to influences on personal lifestyle choices: <ul style="list-style-type: none"> Informed decision-making skills: positive and negative influences Assertiveness skills: confident and firm decision-making | Weeks 1–3 | Revise Top Class Life Orientation Grade 8 Unit 13: Health, social and environmental responsibility | 77–87 | 42–57 | |

LIFE ORIENTATION Term 1

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|--------------------|---|------------|----------------------------|-------|-------|
| | Prior Knowledge Grade 8 Term 2 <ul style="list-style-type: none"> Identify and apply own learning style responsibilities <ul style="list-style-type: none"> How to organise one's work How to use time effectively and efficiently Reading and writing for different purposes: <ul style="list-style-type: none"> Keeping a journal; summarising and improving reading and writing skills Prior-Knowledge: Grade 8 term 2-Six career categories: investigative, enterprising, realistic, artistic, conventional and social <ul style="list-style-type: none"> Interests and abilities related to each career category Thinking and learning skills required by each career category School subjects related to each career category The role of work in relation to South Africa's social and economic needs <ul style="list-style-type: none"> Identify needs in the community and country How work can meet social and economic needs in South Africa | Weeks 8–10 | Unit 5: World of work | 42–55 | 13–15 |
| World of Work | <ul style="list-style-type: none"> Participation in target games, activities that improve physical wellness level Safety issues relating to fitness activities • Participation in target games, activities that improve physical wellness level <ul style="list-style-type: none"> Participation and movement performance in activities that improve physical wellness level • Participation in target games, activities that improve physical wellness level <ul style="list-style-type: none"> Participation and movement performance in activities that improve physical wellness level | Weeks 1–3 | Unit 2: Physical Education | 12–21 | 3–5 |
| Physical Education | • Participation in target games, activities that improve physical wellness level <ul style="list-style-type: none"> Participation and movement performance in activities that improve physical wellness level • Participation in target games, activities that improve physical wellness level <ul style="list-style-type: none"> Participation and movement performance in activities that improve physical wellness level | Weeks 4–7 | Unit 4: Physical Education | 37–41 | 11–13 |
| | • Participation in target games, activities that improve physical wellness level <ul style="list-style-type: none"> Participation and movement performance in activities that improve physical wellness level | Weeks 8–10 | Unit 6: Physical Education | 56–58 | 16–18 |

LIFE ORIENTATION Term 2

| Topic | Content | Time allocation | Where to find it in Top Class Life Orientation Grade 9 | Unit | LB | TG |
|-------|---|-----------------|---|---------|-------|-------|
| | <p>Prior Knowledge: Grade 8 Term 3 – Informed, responsible decision-making about health and safety: HIV and AIDS</p> <ul style="list-style-type: none"> – Management with medication, diet, healthy living and positive attitude – Prevention and safety issues relating to HIV and AIDS – Caring for people living with HIV and AIDS • Issues relating to citizens' rights and responsibilities: <ul style="list-style-type: none"> – Respect for others' rights; people living with different disabilities and HIV and AIDS (infected and affected) – Celebrations of national and international days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Youth Day, Worker's Day, Women's Day, Africa Day, Nelson Mandela Day, World Refugee's Day and national health days – Plan and participate in a local celebration of a national day <p>Prior Knowledge: Grade 8 Term 3 – Environmental health issues:</p> <ul style="list-style-type: none"> – Application of laws and policies to protect the environmental health: address an environmental issue – Earth Day: prevention of the environment – Honouring Earth Day: ways of being kinder to earth – Develop and implement an environmental health programme <p>Constitutional rights and responsibilities</p> <ul style="list-style-type: none"> • Prior knowledge: Grade 8 Term 3 Nation building: definition <ul style="list-style-type: none"> – Different ways to promote nation building in different context: community, school and home – Contributions of women and men towards nation building: individual and groups • Constitutional values as stated in the South African Constitution – Positive and negative role models – Role models for upholding constitutional values: parents and leaders in the community/society – Applying these values in daily life | Weeks 1–2 | Revise Top Class Life Orientation Grade 8 Unit 19: Health, social and environmental responsibility | 129–135 | 77–79 | |
| | <p>Prior Knowledge: Grade 8 Term 3 – Informed, responsible decision-making about health and safety: HIV and AIDS</p> <ul style="list-style-type: none"> – Management with medication, diet, healthy living and positive attitude – Prevention and safety issues relating to HIV and AIDS – Caring for people living with HIV and AIDS • Issues relating to citizens' rights and responsibilities: <ul style="list-style-type: none"> – Respect for others' rights; people living with different disabilities and HIV and AIDS (infected and affected) – Celebrations of national and international days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Youth Day, Worker's Day, Women's Day, Africa Day, Nelson Mandela Day, World Refugee's Day and national health days – Plan and participate in a local celebration of a national day <p>Prior Knowledge: Grade 8 Term 3 – Environmental health issues:</p> <ul style="list-style-type: none"> – Application of laws and policies to protect the environmental health: address an environmental issue – Earth Day: prevention of the environment – Honouring Earth Day: ways of being kinder to earth – Develop and implement an environmental health programme <p>Constitutional rights and responsibilities</p> <ul style="list-style-type: none"> • Prior knowledge: Grade 8 Term 3 Nation building: definition <ul style="list-style-type: none"> – Different ways to promote nation building in different context: community, school and home – Contributions of women and men towards nation building: individual and groups • Constitutional values as stated in the South African Constitution – Positive and negative role models – Role models for upholding constitutional values: parents and leaders in the community/society – Applying these values in daily life | Weeks 3–5 | Revise Top Class Life Orientation Grade 8 Unit 21: Constitutional rights and responsibilities | 139–148 | 83–87 | |
| | | | Unit 9: Constitutional rights and responsibilities | | 72–84 | 23–26 |

LIFE ORIENTATION Term 2

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|---|---|---|
| <ul style="list-style-type: none"> Prior knowledge: Grade 8 Term 3 – Relationship between performance in school subjects and interests and abilities <ul style="list-style-type: none"> Type of learning activities related to different subjects: practical, theoretical, individual or group activities Demands of each subject: thinking and learning skills required Decision making process: <ul style="list-style-type: none"> Steps in choosing career category relating to individual strength, ability, interest and passion Options available after completing Grade 9: National Senior Certificate (NSC – Grades 10 – 12) and National Certificate Vocational (NCV – TVET Colleges) qualifications Implications of choices: choice between NSC and NCV Knowledge of the world of work: rights, responsibilities and opportunities in the workplace | <p>World of Work</p> <p>Weeks 6–8</p> <p>Unit 11: World of work</p> <p>94–105</p> <p>29–40</p> | <p>Physical Education</p> <p>Weeks 1–2</p> <p>Unit 8: Physical Education</p> <p>66–71</p> <p>21–22</p> <p>Weeks 3–5</p> <p>Unit 10: Physical Education</p> <p>85–93</p> <p>27–29</p> <p>Weeks 6–8</p> <p>Unit 12: Physical Education</p> <p>106–111</p> <p>41–42</p> |
|---|---|---|

LIFE ORIENTATION Term 3

| Topic | Content | Time allocation | Where to find it in Top Class Life Orientation Grade 9 | Unit | LB | TG |
|---|--|-----------------|--|---------|---------|----|
| World of Work | <p>Prior Knowledge; Grade 8 Term 4 Concept human rights violation</p> <ul style="list-style-type: none"> Type of violations Counter strategies to violations of human rights <p>Career and subject choices:</p> <ul style="list-style-type: none"> Subjects in Grades 10, 11 and 12 Careers related to different subjects Qualities relating to different careers and subjects: strengths and weaknesses; interests and abilities – Decision-making skills: steps in choosing subjects relating to interests and abilities and career of interest | Weeks 1–3 | Revise Top Class Life Orientation Grade 8 Unit 23: Constitutional rights and responsibilities | 152–163 | 91–99 | |
| Health, social and environmental responsibility | <p>Prior Knowledge: Grade 8 Term 4 Concept -Cultural diversity in South Africa</p> <ul style="list-style-type: none"> Diverse cultural norms and values in relation to personal and community issues Influence of cultural norms and values on individual behavior, attitude and choices: cultural expectations, practices and traditions <p>Concept: volunteerism</p> <ul style="list-style-type: none"> Individual and community responsibility Different types of volunteer organisations: contributions of community-based and non-profitable organisations to social and environmental health and sustainable development Different types of volunteer activities: helping those less privileged; assisting those affected and infected by HIV and AIDS and other terminal illnesses | Weeks 4–7 | Revise Top Class Life Orientation Grade 8 Unit 25: Constitutional rights and responsibilities | 189–208 | 104–109 | |
| | | | Unit 15: Health, social and environmental responsibility | 128–140 | 49–50 | |

LIFE ORIENTATION Term 3

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|--|--|---|---|---|--|
| | | | | | |
| Prior Knowledge: Grade 8 Term 4 Concept: gender equity • Gender equity issues in a variety of athletic and sport activities • Defining gender-based violence • Emotional, health and social impact of rape and gender-based violence • Prevention of violence against women: law on sexual offences • Sources of help for victims: safety for girls and women • Health, social and environmental responsibility • Health and safety issues related to violence: • Common acts of violence at home, school and in the community • Reasons that violence occurs in families and communities and among friends and peers • Impact of violence on individual and community health and safety • Alternatives to violence: problem-solving skills and managing conflict • Protecting oneself and others from acts of violence: where to find help National health and/or safety promotion programmes | Revise Top Class Life Orientation Grade 8 Unit 23: Constitutional rights and responsibilities | Weeks 8–11 | 164–183 91–99 | | |
| Physical Education | <ul style="list-style-type: none"> Participation in a programme that improves movement and refinement of own and peer performance in movement activities Safety issues relating to movement activities Participation in a programme that improves movement and refinement of own and peer performance in movement activities Safety issues relating to movement activities Participation in a programme that improves movement and refinement of own and peer performance in movement activities Safety issues relating to movement activities | <ul style="list-style-type: none"> Weeks 1–3 Weeks 4–7 Week 8–11 | <ul style="list-style-type: none"> Unit 14: Physical Education Unit 16: Physical Education Unit 18: Physical Education | <ul style="list-style-type: none"> 123–127 46–48 141–145 51–53 155–159 58–61 | |

LIFE ORIENTATION Term 4

| Topic | Content | Time allocation | Where to find it in Top Class Life Orientation Grade 9 | Unit | LB | TG |
|--|--|-----------------|--|---------|---------|----|
| Constitutional Rights and Responsibilities | <p>Prior Knowledge: Grade 8 Term 4 Understanding diverse cultures: recognition of diverse cultures to enrich South African society</p> <ul style="list-style-type: none"> Respect difference: religion and gender Celebrate unity in diversity: respect differences and celebrate similarity Contribute to social development by organisations from various religions Contributions of various religions in promoting peace Sport ethics in all physical activities <p>Prior-knowledge: Grade 8 term 4- Influence of cultural norms and values on individual behaviour, attitude and choices: cultural expectations, practices and traditions</p> <ul style="list-style-type: none"> Challenging situations: depression, grief, loss, trauma and crisis Causes of depression, grief, loss, trauma and crisis Counterproductive coping techniques: using alcohol and drug | Weeks 1–2 | Revise Top Class Life Orientation Grade 8 Unit 25: Constitutional rights and responsibilities | 189–207 | 104–109 | |
| Development of the self of society | <p>Prior knowledge: Grade 8 Term 4 Problem-solving and decision-making skills: strategies to respond to emotions in challenging situations</p> <ul style="list-style-type: none"> Study and career funding providers Plan for own lifelong learning: goal-setting for lifelong learning <p>Participation and refinement of own performance in an outdoor recreational activity</p> <ul style="list-style-type: none"> Safety issues relating to participation in recreational activities Participation and refinement of own performance in an outdoor recreational activity Safety issues relating to participation in recreational activities | Weeks 3–6 | Unit 23: Constitutional rights and responsibilities | 174–178 | 68–69 | |
| Physical Education | <p>Prior knowledge: Grade 8 Term 4 Problem-solving and decision-making skills: strategies to respond to emotions in challenging situations</p> <ul style="list-style-type: none"> Study and career funding providers Plan for own lifelong learning: goal-setting for lifelong learning <p>Participation and refinement of own performance in an outdoor recreational activity</p> <ul style="list-style-type: none"> Safety issues relating to participation in recreational activities Participation and refinement of own performance in an outdoor recreational activity Safety issues relating to participation in recreational activities | Weeks 7–8 | Revise Top Class Life Orientation Grade 8 Unit 25: Constitutional rights and responsibilities | 208–217 | 104–109 | |
| | | | Unit 25: Development of the self in society | 178–192 | 71–75 | |
| | | | Unit 19: World of work | 160–165 | 62–64 | |
| | | | Unit 20: Physical Education | 166–167 | 64–66 | |
| | | | Unit 22: Physical Education | 172–173 | 67 | |
| | | | Unit 26: Physical Education | 192–195 | 81–82 | |

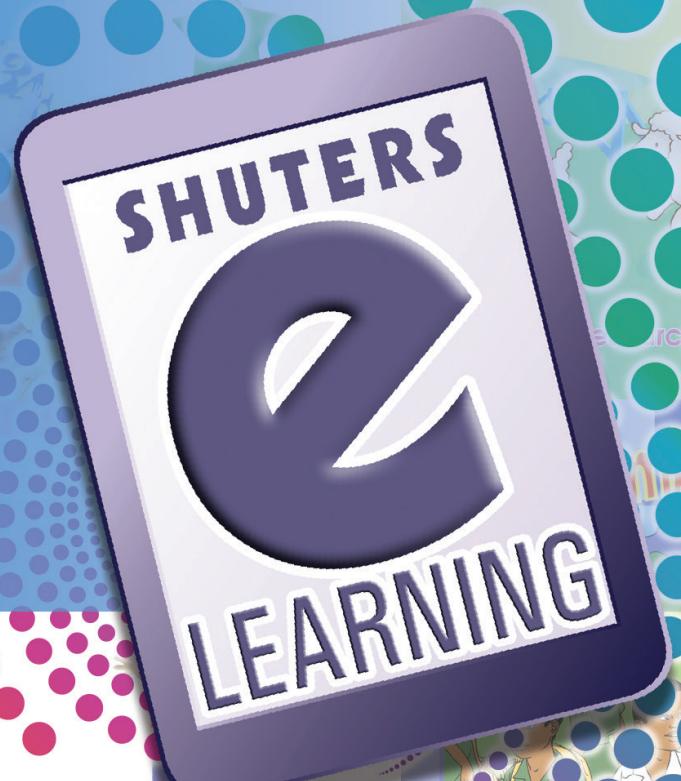
PROGRAMME OF ASSESSMENT

| Grade 7 | | | |
|---------|-------------------------|---------------------|--------------------|
| Term | Assessment task | LB page reference | TG page reference |
| 1 | Written Task | LB page 35 | TG page 21 |
| | Physical Education Task | LB page 19 and 28 | TG page 13 and 18 |
| 2 | Controlled Test | | TG page 51 |
| | Physical Education Task | LB page 51 and 76 | TG page 37 and 59 |
| 3 | Project | LB page 71 | TG page 47 |
| | Physical Education Task | LB page 106 and 119 | TG page 75 and 81 |
| 4 | Controlled Test | | TG page 100 |
| | Physical Education Task | LB page 147 and 157 | TG page 95 and 107 |

| Grade 8 | | | |
|---------|-------------------------|---------------------|---------------------|
| Term | Assessment task | LB page reference | TG page reference |
| 1 | Written Task | LB page 46 | TG page 23 |
| | Physical Education Task | LB page 27 and 48 | TG page 13 and 18 |
| 2 | Controlled Test | | TG page 51 |
| | Physical Education Task | LB page 75 and 89 | TG page 41 and 58 |
| 3 | Project Task | LB page 86 | TG page 47 |
| | Physical Education Task | LB page 110 and 127 | TG page 69 and 76 |
| 4 | Controlled Test | | TG page 102 and 117 |
| | Physical Education Task | LB page 185 and 218 | TG page 110 |

| Grade 9 | | | |
|---------|-------------------------|---------------------|-------------------|
| Term | Assessment task | LB page reference | TG page reference |
| 1 | Written Task | LB page 36 | TG page 9 |
| | Physical Education Task | LB page 21 and 41 | TG page 5 and 13 |
| 2 | Controlled Test | | TG page 35 |
| | Physical Education Task | LB page 106 and 109 | TG page 42 |
| 3 | Project | LB page 71 | TG page 47 |
| | Physical Education Task | LB page 141 and 158 | TG page 51 and 60 |
| 4 | Controlled Test | | TG page 76 |
| | Physical Education Task | LB page 178 and 193 | TG page 69 and 81 |

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GRADES

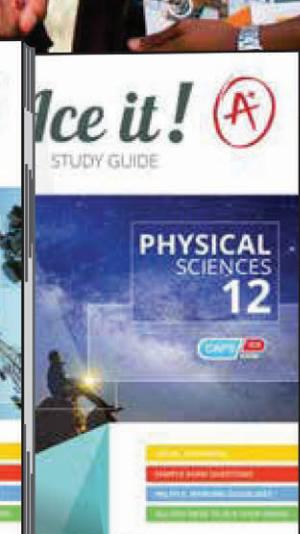
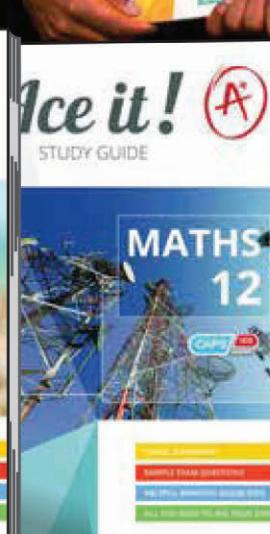
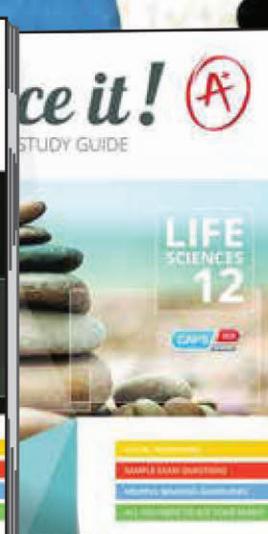
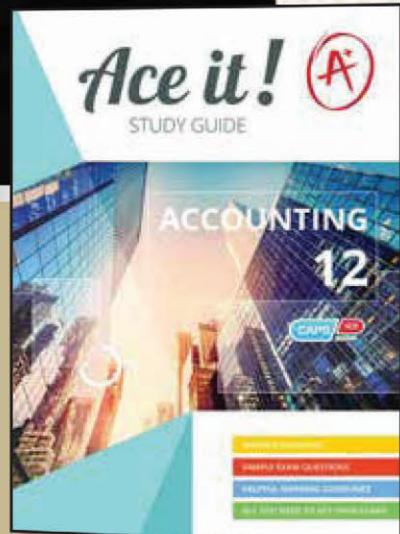
8-12

VISUAL SUMMARIES

SAMPLE EXAM QUESTIONS

HELPFUL MARKING GUIDELINES

ALL YOU NEED TO ACE YOUR EXAMS



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