|  |
| --- |
| **CURRICULUM MONITORING PLAN** |
| **EDUCATOR:** | **SUBJECT: Life Orientation** |
| **GRADE: 8** | **TERM: 1 YEAR:**  |

|  |
| --- |
| **ASSESSMENT OVERVIEW** |
| **ASSESSOR:**  |  |
| **SUBJECT MODERATOR:** |  |
| **ASSESSMENT(S):** | **FAT:**  | **FAT:**  |
| **Type: Written Task:** 70 Marks | **Type: Physical Education** 3o Marks |
| **ASSESSMENT PRE-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT: 1** | **FAT:** |
| **Hand In Date:**  | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| Development of the Self in SocietyConcepts: self-concept and self-motivation -Factors that influence self-concept formation and self motivation: media, environment, friends and peers, family, culture, religion and community | 1 - 2 |  |  |
| Development of the Self in Society-Positive self-talk: individuality and uniqueness and personal achievements -Strategies and skills to extend personal potential | 3 |  |  |
| Development of the Self in SocietyConcepts: sexuality -Understanding one’s sexuality: personal feelings that impact on sexuality -Influence on friends and peers on one’s sexuality | 4  |  |  |
| Development of the Self in SocietyFamily and community norms that impact on sexuality -Social pressures including media that impact on sexuality -Problem-solving skills: identity formation and development | 5 |  |  |
| Development of the Self in SocietyRelationships and friendships: relationship at home, school and in the community -Appropriate ways to initiate a relationship -Appropriate ways to sustain a relationship | 6 |  |  |
| Development of the Self in SocietyProblem solving skills: appropriate behaviour in a relationship -Communication skills: ability to disagree in constructive ways and appropriate ways to end a relationship | 7 |  |  |
| World of WorkDifferent learning styles: visual, aural, kinaesthetic, reading and writing | 8 |  |  |
| Health, Social and Environmental ResponsibilityCommon diseases: tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS and COVID -19 -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 S-Strategies for living with and management of tuberculosis, diabetes, epilepsy, HIV and AIDS including COVID-19 | 9 -10 |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

**Subject Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Principal:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **CURRICULUM MONITORING PLAN** |
| **EDUCATOR:** | **SUBJECT: Life Orientation** |
| **GRADE: 8** | **TERM: 2 YEAR:**  |

|  |
| --- |
| **ASSESSMENT OVERVIEW** |
| **ASSESSOR:**  |  |
| **SUBJECT MODERATOR:** |  |
| **ASSESSMENT(S):** | **FAT:**  | **FAT:**  |
| **Type: Control Test** 70 marks | **Type: Physical Education** 30 Marks |
| **ASSESSMENT PRE-MODERATION:** | **FAT:**  | **FAT:**  |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT:**  | **FAT:**  |
| **Hand In Date:**  | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| World of Work•Identify and apply own learning style (self-management skills) | 1 |  |  |
| World of Work•Six career categories: investigative, enterprising, realistic, artistic, conventional and social (identify category of essential workers) | 2 |  |  |
| World of Work-Interests and abilities related to each career category -Thinking and learning skills required by each career category -School subjects related to each career category | 3 |  |  |
| World of Work•The role of work in relation to South Africa’s social and economic needs -Identify needs in the community and country -How work can meet social and economic need in South Africa | 4 |  |  |
| Health, Social and Environmental ResponsibilitySocial factors that contribute to substance abuse including community and media - 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 | 5 -7 |  |  |
| Constitutional Rights and ResponsibilitiesHuman rights as stipulated in the South African Constitution: S-Application of human rights Application of responsibilities in relation to human rights | 8 |  |  |
| Constitutional Rights and ResponsibilitiesFair play in a variety of athletic and sport activities: role of values, trust and respect for difference | 9 |  |  |
| Assessment | 10 |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

**Subject Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Principal:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **CURRICULUM MONITORING PLAN** |
| **EDUCATOR:** | **SUBJECT: Life Orientation** |
| **GRADE: 8** | **TERM: 3 YEAR:**  |

|  |
| --- |
| **ASSESSMENT OVERVIEW** |
| **ASSESSOR:**  |  |
| **SUBJECT MODERATOR:** |  |
| **ASSESSMENT(S):** | **FAT:**  | **FAT:**  |
| **Type: Project** 70 marks | **Type: Physical Education** 30 marks  |
| **ASSESSMENT PRE-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:**  | **Return Date:**  |
| **ASSESSMENT POST-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:**  | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| World of WorkRelationships between performance in school subjects and interests and abilities: -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: -Steps in choosing career category relating to individual strength, ability, interest and passion | 1 - 3 |  |  |
| Health and Environmental ResponsibilityConcept: environmental health 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 | 4  |  |  |
| Health and Environment ResponsibilityEnvironmental health issues: - 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 |  5 - 6 |  |  |
| Health and Environmental Responsibility• Informed, responsible decision making about health and safety: HIV & AIDS and COVID 19 - 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) | 7 - 8 |  |  |
| Constitutional Rights and ResponsibilitiesNation building: definition Different ways to promote nation building in different contexts: community, school and home Contributions of women and men towards nation building: individuals and groups | 9 - 10 |  |  |
|  |  |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

**Subject Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Principal:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **CURRICULUM MONITORING PLAN** |
| **EDUCATOR:** | **SUBJECT: Life Orientation** |
| **GRADE: 8** | **TERM: 4 YEAR:**  |

|  |
| --- |
| **ASSESSMENT OVERVIEW** |
| **ASSESSOR:**  |  |
| **SUBJECT MODERATOR:** |  |
| **ASSESSMENT(S):** | **FAT:**  | **FAT:**  |
| **Type: Control Test** 70 marks | **Type: Physical Education** 30 marks |
| **ASSESSMENT PRE-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:**  | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| Constitutional Rights and ResponsibilitiesConcept: human rights violations - Types of violations - Counter-strategies to violations of human rights | 1 |  |  |
| Constitutional Rights and ResponsibilitiesConcept: 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 | 2 - 3 |  |  |
| Constitutional Rights and ResponsibilitiesConcept: cultural diversity in South Africa - Diverse cultural norms and values in relation to personal and community issues - 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 | 4 – 6 |  |  |
| Development of Self in SocietyConcepts: personal diet and nutrition -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 | 7 – 8  |  |  |
| AssessmentGovernment revenue: direct tax; indirect tax; government expenditure on services such as education, health, housing, social grants, transport, security etc. |  9 - 10 |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

**Subject Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Principal:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_