

SENIOR PHASE	TERM 2	GRADE 7
<b>Topic 1</b> <b>Dance performance</b>	<b>Suggested contact time</b> 45 minutes per week	<b>Recommended resources</b> Textbook, music system, CDs or percussion instruments
<b>Content/concepts/skills</b> <ul style="list-style-type: none"> <li>• Consolidation of work done in term 1</li> <li>• Warm-up exercises, focusing on posture and alignment</li> <li>• Floor work for core stability, strength and flexibility: flexing and stretching feet, inward and outward rotation of the legs from the hip joints, strengthening and mobility exercises for feet, legs and hips, strengthening exercises for abdominal and spinal muscles</li> <li>• Arm movements to develop mobility, coordination and control</li> <li>• Body-part isolations: head, shoulders, torso and hips</li> <li>• Transference of weight forward and backward</li> <li>• Small jumps off two feet, changing direction with emphasis on safe landings (toe–ball–heel–bend)</li> <li>• Introduction to principles of spotting during turning movements</li> <li>• Learning a short movement sequence using travelling/locomotor steps</li> <li>• Cooling down with relaxation and slow stretching while sitting</li> </ul>		
<b>Topic 2</b> <b>Dance improvisation and composition</b>	<b>Suggested contact time</b> 15 minutes per week	<b>Recommended resources</b> Textbook, music system, CDs or percussion instruments
<b>Content/concepts/skills</b> <ul style="list-style-type: none"> <li>• Exploration of dance elements: force – flow of energy, opposites (strong/light, jerky/smooth)</li> <li>• Exploration of dance elements: relationships to the floor, other dancers, props</li> </ul>		
<b>Topic 3</b> <b>Dance theory and literacy</b>	<b>Suggested contact time</b> Integrated with topics 1 and 2	<b>Recommended resources</b> Textbook, workbook, worksheet on dance elements
<b>Content/concepts/skills</b> <ul style="list-style-type: none"> <li>• Dance terminology</li> <li>• Importance of spotting during turning movements</li> <li>• Importance of cooling-down</li> <li>• Talking about own and others' dance work in class with sensitivity</li> <li>• Discussion of elements of dance: energy/force and relationships</li> </ul>		

SENIOR PHASE: DRAMA	TERM 2	GRADE 7
<b>Topic 1</b> <b>Dramatic skills development</b>	<b>Suggested contact time</b> 15 minutes every week at the beginning of a lesson (2 hours 30 minutes per term)	<b>Recommended texts/resources</b> Drum/tambourine, approved textbook
<b>Content/concepts/skills</b> <ul style="list-style-type: none"> <li>Teacher – devised warm-up routine. Develop a warm-up routine with new exercises in each of the following areas:</li> </ul> <b>Vocal development</b> <ul style="list-style-type: none"> <li>relaxation exercises, breathing exercises, resonance exercises, articulation exercises</li> </ul> <b>Physical development</b> <ul style="list-style-type: none"> <li>release tension, loosen and energise the body</li> <li>control focused movements through mirror work (class mirrors, where the class is in two rows facing one another, and each pair mirrors their opposite, creating a large group mirror)</li> <li>use imagery to warm-up the body and explore movement dynamics</li> <li>lead and follow movements in pairs, small groups and as a class</li> </ul>		
<b>Topic 3</b> <b>Interpretation and performance of choice of dramatic forms: folktales or choral verse</b>	<b>Suggested contact time</b> 6 hours 30 minutes per term (plus outside class rehearsal once a week)	<b>Recommended resources</b> Examples of a variety of folk tales, appropriate poems to use for choral verse
<b>Content/concepts/skills</b> <b>Interpretation and performance of choice of dramatic forms: folktales or choral verse</b> <b>Folktales (individual or group performance)</b> Explore: <ul style="list-style-type: none"> <li>storytelling techniques</li> <li>narrative and dialogue</li> <li>vocal modulation and expression: pitch, inflection, pace, pause, volume, emphasis, tone-colour</li> <li>movement, using the body as a tool to tell the story: body language, facial expression and eye contact</li> <li>vocal characterisation and physical characterisation: expressing the characters through body and voice</li> <li>using vocal sound effects as background sounds or as a sound track: integrating song where appropriate</li> <li>reflection and feedback: discussion on learners' experience and exploring ways for improvement</li> </ul> <b>OR</b> <b>Choral verse:</b> Explore: <ul style="list-style-type: none"> <li>listening and responding to cues</li> <li>vocal modulation and expression (pitch, inflection, pace, pause, volume, emphasis, tone-colour) in harmony with others</li> <li>choral verse techniques (e.g. speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines)</li> <li>group movement (consider working as one, using body percussion, point of focus)</li> <li>reflection and feedback: discussion on learners' experience and exploring ways for improvement</li> </ul>		
<b>Topic 5</b> <b>Careers</b>	<b>Suggested contact time</b> 1 hour per term	<b>Recommended resources</b> DBE approved textbook
<b>Content/concepts/skills</b> Explore the <b>creative team</b> , including: the writer, director, producer, designer, composer, and lighting designer		

SENIOR PHASE: MUSIC	TERM 2	GRADE 7
<b>Topic 1</b>  <b>Music literacy</b>	<b>Suggested contact time</b>  15 minutes per week	<b>Recommended resources</b>  Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments for songs, DVDs
<b>Content/concepts/skills</b> <ul style="list-style-type: none"> <li>• Letter names of notes on the treble clef</li> <li>• Duration: Introduction of the dotted note, also in relation to:                             <ul style="list-style-type: none"> <li>- crotchets</li> <li>- quavers</li> <li>- minims</li> <li>- semibreves</li> <li>- dotted minim</li> </ul> </li> <li>• Clapping or drumming short rhythmic phrases that use crotchets, minims, quavers dotted minims and semibreves</li> <li>• Pitch:                             <ul style="list-style-type: none"> <li>- Sight singing melodic phrases from known and unknown songs using tonic sol-fa</li> </ul> </li> </ul> <p><i>This should be done through the songs and instrumental pieces learners perform and their active listening to music played by others.</i></p>		
<b>Topic 2</b>  <b>Music listening</b>	<b>Suggested contact time</b>  15 minutes per week	<b>Recommended resources</b>  Music equipment – sound system.  CDs/DVDs
<b>Content/concepts/skills</b> <ul style="list-style-type: none"> <li>• Active listening to a variety of recorded or live music by clapping or humming or moving along</li> <li>• Following simple musical scores while listening to music</li> <li>• Listening to a variety of recorded or live music and describing the:                             <ul style="list-style-type: none"> <li>- Meter of the music as duple (2 beats) or triple (3 beats) or quadruple (4 beats) time</li> <li>- Tempo (fast/slow; faster/slower)</li> <li>- Dynamics (soft/loud; softer/louder)</li> <li>- Meaning or story of the music</li> <li>- Lyrics of the music</li> </ul> </li> </ul>		

<b>Topic 3</b> <b>Performing and creating music</b>	<b>Suggested contact time</b> 30 minutes per week	<b>Recommended resources</b> Songbooks, Musical scores, Tuned and un-tuned musical instruments CDs/DVDs
<p><b>Content/concepts/skills</b></p> <ul style="list-style-type: none"> <li>• Breathing exercises</li> <li>• Continuous development of in-tune singing through a repertoire of songs that include               <ul style="list-style-type: none"> <li>- folksongs (indigenous songs, cultural songs);</li> <li>- light music;</li> <li>- rounds; and</li> <li>- part singing (songs with descants).</li> </ul> </li> <li>• Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments including instruments that learners are studying</li> <li>• Performing and composing music that uses non-conventional notation, e.g. graphic scores</li> <li>• African drumming</li> <li>• Creating own vocal and instrumental music in group and solo context:               <ul style="list-style-type: none"> <li>- Melodic repetition (vocal or instrumental)</li> <li>- Melodic question and answer (vocal or instrumental)</li> <li>- Rhythmic improvisation on African drums</li> </ul> </li> </ul>		

SENIOR PHASE: VISUAL ARTS		TERM 2	GRADE 7
<b>Topic 1 Create in 2D</b>	<b>Suggested contact time:</b> 3 hours	<b>Recommended resources</b> Photographs in resource books (e.g. musical instruments as scraperboard)	<b>Materials</b> White wax crayon, black waterproof ink, black tempera paint, small amount of dishwashing liquid, simple etching tools (sharp found objects: nails, pins, compass points, etc.), stiff paper/board (approximately 15 x 20cm)
<b>Content/concepts/skills</b> <ul style="list-style-type: none"> <li>• Art elements: shape, line, tone, texture</li> <li>• Design principles: contrast, proportion, emphasis</li> <li>• Own and wider world: still life arrangements</li> <li>• Simple etching techniques: etching, drawing, scratching</li> </ul>			
<b>Topic 3 Visual literacy</b>	<b>Suggested contact time:</b> 1 hour	<b>Recommended resources</b> (e.g. still life paintings)	<b>Materials</b> Writing instruments and paper
<b>Content/concepts/skills</b> <ul style="list-style-type: none"> <li>• Art elements: use in description of artworks – line, tone, texture, shape, colour</li> <li>• Design principles: use in description of artworks – balance, proportion, harmony, emphasis, contrast</li> <li>• Interpret, analyse and recognise symbolic language with reference to still life</li> <li>• Express, identify/name, question and reflect through looking, talking, listening and writing about still life</li> </ul>			
<b>Topic 1 Create in 2D</b>	<b>Suggested contact time:</b> 4 hours	<b>Recommended resources</b> (e.g. still life painting: local interpretation)	<b>Materials</b> Tempera paint in limited colour range and white and black. A2 paper
<b>Content/concepts/skills</b> <ul style="list-style-type: none"> <li>• Art elements: shape, line, tone, texture, complementary colour, tints and shades</li> <li>• Design principles: contrast, proportion, emphasis, unity</li> <li>• Own and wider world: Emphasis on the observation and interpretation local still life arrangements</li> <li>• Painting: colour-mixing: tonal range, shades and tints</li> </ul>			
<b>Topic 3 Visual literacy</b>	<b>Suggested contact time:</b> 2 hours	<b>Recommended resources</b> Visual stimuli and artefacts, libraries, media sources, internet e.g. local crafters	<b>Materials</b> Notebooks
<b>Content/concepts/skills</b> <ul style="list-style-type: none"> <li>• Identifying art elements and design principles in examples of local craft</li> <li>• Express, identify/name, question and reflect through looking, talking, listening and writing about the visual world</li> <li>• Descriptions of examples of craft: Personal meaning and recognition of images expressed in words</li> <li>• Initial research skills: Investigation of local crafter/artist/artwork/style using various sources: books, libraries, internet, etc.; formal written response or class presentation (could be group work)</li> </ul>			

## GRADE 7, TERM 2

<b>Week (2 hours per week)</b>	<b>Topic</b>	<b>Content</b>
Week 1	<b>Revision</b>	Revise the work covered in the first term; give learners an overview of what will be taught during the second term
Weeks 2 – 3	<b>Financial literacy:</b> Accounting concepts	Capital; assets; liability; income; expenses; profit; losses; budgets; savings; banking; financial records; transactions
Weeks 4 – 6	<b>Financial literacy:</b> Income and expenses	Personal income; personal expenses; types of personal income; personal statement of net worth; types of income that businesses receive; types of expenses that businesses have; savings and investments in businesses
Weeks 7 – 8	<b>Financial literacy:</b> Budgets	Definition of a budget; income; expenditure; a personal budget; business budget
Weeks 9 – 10	<b>Mid-year examination</b>	Mid-year examination must be based on the work covered in terms 1 and 2

## Notes:

1. Formal assessment for term 2 consists of two tasks: a case study (40%) and a mid-year examination (60%).
2. The mid-year examination must include all topics covered in term 1 and term 2.
3. It is compulsory to complete all the topics as indicated in the teaching plan.
4. When teaching these topics, the context of the school should be considered.

GRAAD 7 KWARTAAL 2				
INHOUD				
Weke	Luister en praat	Lees en kyk	Skryf en aanbied	Taalstrukture en -konvensies
1-2	<p><b>Luister- en Praatstrategieë</b></p> <p><b>Luister met begrip:</b></p> <ul style="list-style-type: none"> <li>• Verduidelik die luisterproses.</li> <li>• Maak aantekeninge.</li> <li>• Beantwoord vrae.</li> </ul> <p><b>Vertel 'n storie:</b></p> <ul style="list-style-type: none"> <li>• Karakterbeelding.</li> <li>• Taalgebruik.</li> <li>• Liggaamstaal.</li> <li>• Interpretasie van stemming, stemtoon, atmosfeer, tydlyn, ironie en slot.</li> </ul>	<p><b>Literêre teks soos jeugroman/drama</b></p> <ul style="list-style-type: none"> <li>• Belangrikste kenmerke van literêre teks soos karakter, karakterisering, intrige, konflik, agtergrond, ruimte, verteller en tema.</li> </ul> <p><b>Die leesproses:</b></p> <ul style="list-style-type: none"> <li>• Pre-lees (Lei die teks in).</li> <li>• Tydens lees (kenmerke van die teks).</li> <li>• Post-lees (beantwoord vrae, vergelyk, kontrasteer, evalueer).</li> </ul> <p><b>Lees en kyk vir begrip (gebruik geskrewe en/of visuele teks soos strokiesprente):</b></p> <ul style="list-style-type: none"> <li>• Vluglees.</li> <li>• Soeklees.</li> <li>• Aandagtige lees.</li> <li>• Maak afleidings (karakters, ruimte, milieu, boodskap).</li> <li>• Afleiding van betekenis van onbekende woorde deur woordaanpakvaardighede.</li> <li>• Gevoelstaal.</li> </ul>	<p><b>Skryf 'n verhalende opstel:</b></p> <p><b>Konvensies van 'n paragraaf:</b></p> <ul style="list-style-type: none"> <li>• Onderwerpsin van die paragraaf.</li> <li>• Kern en ondersteunende gedagtes.</li> <li>• Logiese opeenvolging van paragrawe.</li> <li>• Gebruik van voegwoorde vir samehang.</li> <li>• Gebruik 'n verskeidenheid sinsoorte, -lengtes en -strukture.</li> </ul> <p><b>Fokus op die skryfproses:</b></p> <ul style="list-style-type: none"> <li>• Beplanning.</li> <li>• Konsep.</li> <li>• Hersiening.</li> <li>• Redigering.</li> <li>• Proeflees en aanbieding van finale konsep.</li> </ul>	<p><b>Die hersiening van taalstrukture en -konvensies wat in vorige weke onderrig is</b></p> <p><b>Woordvlakwerk:</b> samestellings, onderwerp en gesegde, letterlike en figuurlike gebruik van byvoeglike naamwoorde, infinitiewe werkwoorde</p> <p>Byvoeglike naamwoorde: trappe van vergelyking</p> <p><b>Sinsvlakwerk:</b> enkelvoudige sinne; stelsinne; teenwoordige tyd, verlede tyd,</p> <p><b>Betekenisleer en woordeskatuitbreiding:</b> sinonieme, antonieme, letterlike en figuurlike betekenis, gevoelstaal</p> <p><b>Lees- en skryftekens:</b> punt, komma, uitroepteken, vraagteken</p> <p><b>Woordeskat binne konteks</b></p> <p><b>Remediërende taalonderrig, na aanleiding van taalfoute tydens skryfaktiwiteite</b></p>

Weke	Luister en praat	Lees en kyk	Skryf en aanbied	Taalstrukture en -konvensies
3-4	<p><b>Luister- en Praatstrategieë</b></p> <p><b>Luister met begrip (geskrewe teks/TV nuusaanbieding):</b></p> <ul style="list-style-type: none"> <li>• Verduidelik die luisterproses.</li> <li>• Maak aantekeninge.</li> <li>• Skryf antwoorde neer.</li> </ul> <p><b>Verskillende vorme van mondelinge kommunikasie: Debatteer (oor advertering):</b></p> <ul style="list-style-type: none"> <li>• Kies 'n gepaste onderwerp.</li> <li>• Bied die argument logies aan.</li> <li>• Gebruik gepaste aaneenskakeling.</li> <li>• Gebruik korrekte woordeskat en taalstrukture.</li> <li>• Gebruik manipulerende-/gevoelstaal.</li> <li>• Volg prosedures.</li> </ul>	<p><b>Lees en kyk vir begrip (gebruik geskrewe en/of visuele teks soos advertensie):</b></p> <ul style="list-style-type: none"> <li>• Vluglees.</li> <li>• Soeklees.</li> <li>• Aandagtige lees.</li> <li>• Maak afleidings (karakters, ruimte, milieu, boodskap).</li> <li>• Afleiding van betekenis van onbekende woorde deur woordaanpakvaardighede.</li> <li>• Manipulerende taal.</li> <li>• Formele-/informele taal.</li> </ul> <p><b>Literêre teks soos 'n roman:</b></p> <ul style="list-style-type: none"> <li>• Belangrikste kenmerke van 'n literêre teks soos karakter, karakterisering, intrige, konflik, agtergrond, ruimte, verteller en tema.</li> </ul> <p><b>Die leesproses:</b></p> <ul style="list-style-type: none"> <li>• Pre-lees (Lei die teks in).</li> <li>• Tydens lees (kenmerke van die teks).</li> <li>• Post-lees (beantwoord vrae, vergelyk, kontrasteer, evalueer).</li> </ul>	<p><b>Skryf transaksionele tekste:</b></p> <p><b>Advertensie/plakkate:</b></p> <ul style="list-style-type: none"> <li>• Vereistes t.o.v. formaat.</li> <li>• Doel, teikengroep en konteks.</li> <li>• Woordkeuse en sinskonstruksie.</li> <li>• Visuele elemente soos lettertipe en -grootte, opskrifte, simbole, kleur.</li> <li>• Manipulerende/oorredende taal.</li> </ul> <p><b>Fokus op die skryfproses:</b></p> <ul style="list-style-type: none"> <li>• Beplanning.</li> <li>• Konsep.</li> <li>• Hersiening.</li> <li>• Redigering.</li> <li>• Proeflees en aanbieding van finale konsep.</li> </ul>	<p><b>Die hersiening van taalstrukture en -konvensies wat in vorige weke onderrig is</b></p> <p><b>Woordvlakwerk:</b> eiename, geslag, meervoud, enkelvoud</p> <p>Aanwysende voornaamwoorde, betreklike voornaamwoorde</p> <p><b>Sinsvlakwerk:</b> direkte en indirekte rede, enkelvoudige sinne, stelsinne</p> <p><b>Betekenisleer en woordeskatuitbreiding:</b> sinonieme, antonieme, letterlike en figuurlike betekenis</p> <p><b>Leestekens en spelling:</b> dubbelpunt, kommapunt</p> <p>Woordeboekgebruik</p> <p><b>Woordeskat binne konteks</b></p> <p><b>Remediërende taalonderrig, na aanleiding van taalfoute tydens skryfaktiwiteite</b></p>



Weke	Luister en praat	Lees en kyk	Skryf en aanbied	Taalstrukture en -konvensies
5-6	<p><b>Luister- en Praatstrategieë</b></p> <p><b>Groep-/klasbespreking oor die manier waarop instruksies of prosedures gevolg word:</b></p> <ul style="list-style-type: none"> <li>• Kies 'n onderwerp.</li> <li>• Deel idees.</li> <li>• Neem beurte en luister aandagtig.</li> <li>• Vul gapings.</li> <li>• Gebruik gesprekskonvensies, bv. oorbrug gapings deur vrae te stel, keuses te noem, reaksies dop te hou, belangstelling te toon.</li> </ul> <p><b>Voorbereide/onvoorbereide praat:</b></p> <ul style="list-style-type: none"> <li>• Taal- en woordkeuse.</li> <li>• Gebruik van toon, tempo en intonasie.</li> <li>• Gebruik van leidrade gedurende aanbieding.</li> <li>• Gebruik van gepaste liggaamstaal.</li> </ul>	<p><b>Lees 'n instruksionele teks soos instruksionele prosedures:</b></p> <ul style="list-style-type: none"> <li>• Vluglees.</li> <li>• Soeklees.</li> <li>• Aandagtige lees.</li> <li>• Maak van afleidings.</li> </ul> <p><b>Die leesproses:</b></p> <ul style="list-style-type: none"> <li>• Pre-lees (Lei die teks in).</li> <li>• Tydens lees (kenmerke van die teks).</li> <li>• Post-lees (beantwoord vrae, vergelyk, kontrasteer, evalueer).</li> </ul> <p><b>Poësie</b></p> <p>Belangrikste kenmerke van 'n gedig:</p> <ul style="list-style-type: none"> <li>• interne struktuur van 'n gedig soos beeldspraak/stylfigure, rym, ritme;</li> <li>• uiterlike bou van 'n gedig soos reëls, strofes, tipografie;</li> <li>• figuurlike betekenis;</li> <li>• atmosfeer;</li> <li>• tema en boodskap.</li> </ul>	<p><b>Korter transaksionele teks - instruksies:</b></p> <ul style="list-style-type: none"> <li>• Vereistes vir formaat, styl.</li> <li>• Teikengehoor, doel en konteks.</li> <li>• Samehang van paragrawe.</li> <li>• Woordkeuse en sinstruktuur.</li> </ul> <p><b>Fokus op die skryfproses:</b></p> <ul style="list-style-type: none"> <li>• Beplanning.</li> <li>• Konsep.</li> <li>• Hersiening.</li> <li>• Redigering.</li> <li>• Proeflees en aanbieding van finale konsep.</li> </ul> <p><b>Skryf 'n instruksie.</b></p>	<p><b>Die hersiening van taalstrukture en -konvensies wat in vorige weke onderrig is</b></p> <p><b>Woordvlakwerk:</b> voorsetsels, telwoorde</p> <p><b>Sinsvlakwerk:</b></p> <p>lydende en bedrywende vorm</p> <p><b>Betekenisleer en woordeskatuitbreiding:</b> idiomatiese uitdrukings en spreekwoorde</p> <p><b>Lees- en skryftekens:</b> koppelteken, afkappingsteken</p> <p><b>Woordeskat binne konteks</b></p> <p><b>Remediërende taalonderrig, na aanleiding van taalfoute tydens skryfaktiwiteite</b></p>

Weke	Luister en praat	Lees en kyk	Skryf en aanbied	Taalstrukture en -konvensies
7-8	<p><b>Luister- en Praatstrategieë</b></p> <p><b>Rolspel-drama:</b></p> <ul style="list-style-type: none"> <li>• Neem 'n rol aan.</li> <li>• Gebruik gepaste taal.</li> <li>• Gebruik gesprekskonvensies.</li> <li>• Gebruik gepaste liggaamstaal.</li> </ul> <p><b>Ondersoek van rolspel:</b></p> <ul style="list-style-type: none"> <li>• Stel vraelys op.</li> <li>• Gebruik gesprekskonvensies.</li> <li>• Gebruik gepaste taal.</li> <li>• Lewer verslag oor bevindings.</li> </ul>	<p><b>Lees literêre teks soos drama/roman:</b></p> <ul style="list-style-type: none"> <li>• Belangrikste kenmerke van literêre teks soos karakter, karakterisering, intrige, konflik, agtergrond, ruimte, verteller en tema.</li> </ul> <p><b>Die leesproses:</b></p> <ul style="list-style-type: none"> <li>• Pre-lees (Lei die teks in).</li> <li>• Tydens lees (kenmerke van die teks).</li> <li>• Post-lees (beantwoord vrae, vergelyk, kontrasteer, evalueer).</li> </ul>	<p><b>Skryf 'n dramaresensie</b></p> <p><b>Konvensies van 'n paragraaf:</b></p> <ul style="list-style-type: none"> <li>• Onderwerpsin van die paragraaf.</li> <li>• Kern en ondersteunende gedagtes.</li> <li>• Logiese opeenvolging van paragrawe.</li> <li>• Gebruik van voegwoorde vir samehang.</li> <li>• Gebruik 'n verskeidenheid sinsoorte, -lengtes en –strukture.</li> </ul> <p><b>Fokus op die skryfproses:</b></p> <ul style="list-style-type: none"> <li>• Beplanning.</li> <li>• Konsep.</li> <li>• Hersiening.</li> <li>• Redigering.</li> <li>• Proeflees en aanbieding van finale konsep.</li> </ul>	<p><b>Die hersiening van taalstrukture en -konvensies wat in vorige weke onderrig is</b></p> <p><b>Woordvlakwerk:</b> koppelwerkwoorde, hulpwerkwoorde</p> <p><b>Sinsvlakwerk:</b> lydende en bedrywende vorm, direkte en indirekte rede</p> <p><b>Betekenisleer en woordeskatuitbreiding:</b> sinonieme, antonieme, letterlike en figuurlike betekenis</p> <p><b>Lees- en skryftekens: koppelteken, dubbelpunt, aanhalingstekens, vraagteken, komma, punt</b></p> <p><b>Woordeskat binne konteks</b></p> <p><b>Remediërende taalonderrig, na aanleiding van taalfoute tydens skryfaktiwiteite</b></p>

**FORMELE ASSESSERINGSTAKE VIR KWARTAAL 2**

9-10	TAAK 1: LUISTER EN PRAAT (MONDELING)	TAAK 2: TOETS 2	TAAK 3:
	Luister met begrip/debat/gesprek/(on) voorbereide mondelinge aanbieding/groepbespreking oor die gee van instruksies.	Letterkunde: Kontekstuele vrae	Halfjaareksamen Vraestel 2: Begripstoets, taalgebruik en letterkunde Vraestel 3: Skryf: een opstel en een transaksionele teks

GRADE 7 TERM 2				
CONTENT				
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
1-2	<p><b>Listening and Speaking strategies</b></p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Tell a story</b></p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Diction</li> <li>• Body language</li> <li>• Interpret mood, tone, atmosphere time-line, ironic twists and ending;</li> </ul>	<p><b>Literary text like youth novel/drama</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences (characters, setting, milieu, message)</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> <li>• Emotive language</li> </ul>	<p><b>Writing: Narrative essay</b></p> <p><b>Paragraph conventions:</b></p> <ul style="list-style-type: none"> <li>• Topic sentence of paragraph</li> <li>• Main and supporting ideas</li> <li>• Logical order of paragraphs</li> <li>• Conjunctions for cohesion</li> <li>• Use a variety of sentence types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> Complex nouns, predicate and object, dual use of some nouns, finite verbs,</p> <p>Adjectives: comparative, superlative</p> <p><b>Sentence level:</b> subject and predicate, subject verb agreement, simple sentences, statements, simple present tense, simple past tense</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative, emotive language</p> <p><b>Punctuation:</b> full stop, comma, exclamation mark, question mark</p>

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3-4	<p><b>Listening and Speaking strategies</b></p> <p><b>Listening comprehension (written text/TV news presentation)</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Write answers</li> </ul> <p><b>Different forms of oral communication: Debate (on advertising)-</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate topic</li> <li>• Present argument logically</li> <li>• Use cohesive devices appropriately</li> <li>• Use correct vocabulary, language structures</li> <li>• Use manipulative/emotive language</li> <li>• Follow procedures</li> </ul>	<p><b>Reading/viewing for comprehension (use written and/or visual text such as advertisement)</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences (characters, setting, milieu, message)</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> <li>• Manipulative language</li> <li>• Formal/informal language</li> </ul> <p><b>Literary text such as a novel</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Write Transactional texts:</b></p> <p><b>Advertisement/posters</b></p> <ul style="list-style-type: none"> <li>• Requirements of format</li> <li>• Purpose, target group and context</li> <li>• Word choice and sentences construction</li> <li>• Visual elements such as font types and size, headings, symbols, colour)</li> <li>• Manipulating/persuasive language</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> Proper nouns, gender, plural, singular</p> <p>Adjectives: demonstrative, relative</p> <p><b>Sentence level:</b> direct and indirect speech, simple and compound sentences</p> <p><b>Word meaning:</b> synonyms, antonyms, literal and figurative meaning</p> <p><b>Punctuation and spelling:</b> colon; semi-colon</p> <p>Dictionary use</p>

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5-6	<p><b>Listening and Speaking strategies</b></p> <p><b>Group/class discussion on how to give instructions or follow procedures</b></p> <ul style="list-style-type: none"> <li>• Choose a topic</li> <li>• Share ideas</li> <li>• Take turns and listen attentively</li> <li>• Fill gaps</li> <li>• Use discourse markers to sustain discussion</li> </ul> <p><b>Prepared/unprepared speaking</b></p> <ul style="list-style-type: none"> <li>• Choice of diction</li> <li>• Use of tone, pace and intonation</li> <li>• Using cues during presentation</li> <li>• Using appropriate body language</li> </ul>	<p><b>Reads an instructional text like instructional procedures</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul>	<p><b>Shorter transactional text: instructions</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience purpose and context</li> <li>• Paragraph cohesion</li> <li>• Word choice and sentence structure</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write an instructional text</b></p>	<p><b>Word level:</b></p> <p>Adverbs</p> <p>Preposition – of time, place and movement</p> <p>Adjectives: numerical</p> <p><b>Sentence level:</b> active and passive voice</p> <p><b>Word meaning:</b> idioms and proverbs</p> <p><b>Punctuation:</b> hyphen; apostrophe</p>

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
7 - 8	<p><b>Listening and Speaking strategies</b></p> <p><b>Role play drama</b></p> <ul style="list-style-type: none"> <li>• Assume assigned role</li> <li>• Use appropriate language</li> <li>• Observe conventions</li> <li>• Use appropriate body language</li> </ul> <p><b>Investigation role play-</b></p> <ul style="list-style-type: none"> <li>• Compile questionnaire</li> <li>• Observe conventions</li> <li>• Use appropriate language</li> <li>• Report findings</li> </ul>	<p><b>Read literary text: like drama/novel</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Write a drama review</b></p> <p><b>Paragraph conventions:</b></p> <ul style="list-style-type: none"> <li>• Topic sentence of paragraph</li> <li>• Main and supporting ideas</li> <li>• Logical order of paragraphs</li> <li>• Conjunctions for cohesion</li> <li>• Use a variety of sentence types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> Transitive and intransitive verbs</p> <p><b>Sentence level:</b> Passive; present progressive; direct and reported speech;</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative</p> <p><b>Punctuation:</b> colon; quotation marks; question marks; comma; full stop</p>
<b>ASSESSMENT FOR TERM 2</b>				
<b>9-10</b>	<b>TASK 1: ORAL</b>	<b>TASK 2: TEST 2</b>	<b>TASK 3</b>	
	Listening comprehension/debate/conversation/ (un)prepared speech/group discussion on giving instructions	Literature: Contextual questions	Mid-year examinations Paper 2: Comprehension, language use and literature Paper 3: Writing: 1 essay and 1 transactional text	

TOPIC	TERM 2	GRADE 7
<b>WEEKS 1 – 2</b>		<b>Recommended resources</b>
<b>Constitutional rights and responsibilities</b>	2 hours	Textbook, newspaper articles, Bill of Rights, South African Constitution
<ul style="list-style-type: none"> <li>• Human rights as stipulated in the South African Constitution:               <ul style="list-style-type: none"> <li>- Application of human rights</li> <li>- Application of responsibilities in relation to human rights</li> </ul> </li> <li>• Fair play in a variety of athletic and sport activities: role of values, trust and respect for difference</li> </ul>		
<b>Physical Education</b>	2 hours	Textbook, resources on indigenous and invasion games
<ul style="list-style-type: none"> <li>• Plays community or indigenous games that include the concept of invasion</li> <li>• Safety issues relating to participation in invasion games</li> </ul>		
<b>WEEKS 3 – 5</b>		
<b>Constitutional rights and responsibilities</b>	3 hours	Textbook, resources on child safety and protection
<ul style="list-style-type: none"> <li>• Dealing with abuse in different contexts: between adults and children and between peers               <ul style="list-style-type: none"> <li>- Identify threatening and risky situations</li> <li>- Effects of abuse on personal and social health and relationships</li> <li>- Importance of communication to promote healthy and non-violent relationships</li> <li>- How to protect oneself from threatening and risky situations</li> <li>- Places of protection and safety for victims of abuse: where to find help</li> </ul> </li> </ul>		
<b>Physical Education</b>	3 hours	Textbook, resources on indigenous and invasion games
<ul style="list-style-type: none"> <li>• Plays community or indigenous games that include the concept of invasion</li> <li>• Participation and movement performance in community or indigenous games that include the concept of invasion</li> </ul>		
<b>WEEKS 6 – 8</b>		
<b>World of work</b>	3 hours	Textbook, resources on careers and career guidance and counselling
<ul style="list-style-type: none"> <li>• Career fields:               <ul style="list-style-type: none"> <li>- Qualities relating to each field: interests and abilities</li> <li>- School subjects related to each career field</li> <li>- Work environment and activities in each career field</li> <li>- Opportunities within each career field</li> <li>- Challenges within each career field</li> <li>- Level of schooling – requirements for each career field</li> <li>- Duration of study for each career field</li> <li>- Services and sources for career fields and study information</li> </ul> </li> </ul>		
<b>Physical Education</b>	3 hours	Textbook, resources on indigenous and invasion games
<ul style="list-style-type: none"> <li>• Plays community or indigenous games that include the concept of invasion</li> <li>• Participation and movement performance in community or indigenous games that include the concept of invasion</li> </ul>		
<b>WEEKS 9 – 10</b>		
<b>EXAMINATIONS</b>		
<b>Formal assessment:</b> 1. Mid-year examination 2. PET		It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

GRADE 7 – TERM 2				
CONTENT AREA	TOPICS	CONCEPTS AND SKILLS	SOME CLARIFICATION NOTES OR TEACHING GUIDELINES	DURATION (in hours)
Numbers, Operations and Relationships	1.4 Common fractions	<p><b>Ordering, comparing and simplifying fractions</b></p> <ul style="list-style-type: none"> <li>Revise the following done in Grade 6:           <ul style="list-style-type: none"> <li>Compare and order common fractions, including specifically tenths and hundredths</li> </ul> </li> <li>Extend to thousandths</li> </ul> <p><b>Calculations using fractions</b></p> <ul style="list-style-type: none"> <li>Revise the following done in Grade 6:           <ul style="list-style-type: none"> <li>addition and subtraction of common fractions, including mixed numbers, limited to fractions with the same denominator or where one denominator is a multiple of another</li> <li>finding fractions of whole numbers</li> </ul> </li> <li>Extend addition and subtraction to fractions where one denominator is not a multiple of the other</li> <li>Multiplication of common fractions, including mixed numbers, not limited to fractions where one denominator is a multiple of another</li> </ul> <p><b>Calculation techniques</b></p> <ul style="list-style-type: none"> <li>Convert mixed numbers to common fractions in order to perform calculations with them</li> <li>Use knowledge of multiples and factors to write fractions in the simplest form before or after calculations</li> <li>Use knowledge of equivalent fractions to add and subtract common fractions</li> </ul>	<p><b>What is different to Grade 6?</b></p> <ul style="list-style-type: none"> <li>Compare and order thousandths</li> <li>Multiplication of common fractions</li> <li>Percentage of part of a whole</li> <li>Percentage increase or decrease</li> </ul> <p>In Grade 7 learners also consolidate number knowledge and calculation techniques for common fractions, developed in the Intermediate Phase.</p> <p><b>Calculations with fractions</b></p> <ul style="list-style-type: none"> <li>Learners should do context free calculations and solve problems in contexts.</li> <li>It is not expected that learners know rules for simplifying fractions or for converting between mixed numbers and fraction forms. Learners should know from working with equivalence, when a fraction is equal to or greater than 1.</li> <li>LCMs have to be found when adding and subtracting fractions of different denominators. Here learners use knowledge of common multiples to find the LCM i.e. what number can both denominators be divided into.</li> <li>To simplify fractions, learners use knowledge of common factors i.e. what can divide equally into the numerator and denominator of a fraction. Emphasize that when simplifying, the fractions must remain equivalent.</li> </ul> <p><b>Example</b></p> $\frac{3}{4} \times \frac{2}{5} = \frac{4}{20} = \frac{3}{10}$ <p><b>or</b></p> $\frac{3}{4} \times \frac{2}{5} = \frac{3}{10}$ <ul style="list-style-type: none"> <li>Learners should recognize that finding a 'fraction <b>of</b> a whole number' or 'finding a fraction <b>of</b> a fraction' means multiplying the fraction and the whole number or the fraction with the fraction.</li> <li>When learners find fractions of whole numbers, the examples can be chosen to result either in whole numbers or fractions or both.</li> <li>Learners should also use the convention of writing the whole number as a fraction over when multiplying.</li> </ul>	9 hours

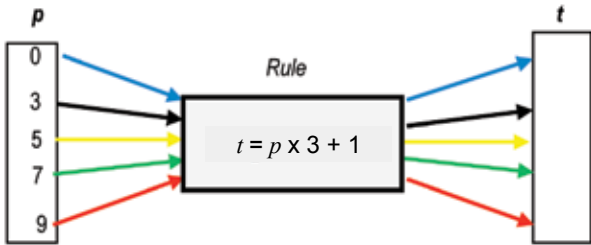
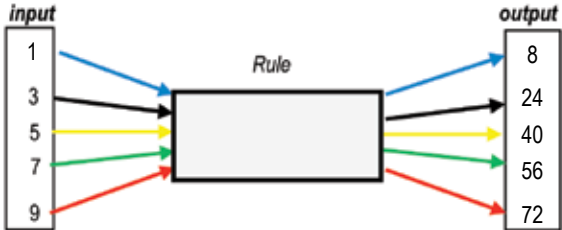


CONTENT AREA	TOPICS	CONCEPTS AND SKILLS	SOME CLARIFICATION NOTES OR TEACHING GUIDELINES	DURATION (in hours)
<p><b>Numbers, Operations and Relationships</b></p>	<p><b>1.4 Common fractions</b></p>	<p><b>Solving problems</b></p> <ul style="list-style-type: none"> <li>Solve problems in contexts involving common fractions and mixed numbers, including grouping, sharing and finding fractions of whole numbers</li> </ul> <p><b>Percentages</b></p> <ul style="list-style-type: none"> <li>Revise the following done in Grade 6:                             <ul style="list-style-type: none"> <li>percentages of whole numbers</li> </ul> </li> <li>Calculate the percentage of part of a whole</li> <li>Calculate percentage increase or decrease of whole numbers</li> <li>Solve problems in contexts involving percentages</li> </ul> <p><b>Equivalent forms</b></p> <p>Revise the following done in Grade 6:</p> <ul style="list-style-type: none"> <li>Recognize and use equivalent forms of common fractions with 1-digit or 2-digit denominators (fractions where one denominator is a multiple of the other)</li> <li>Recognize equivalence between common fraction and decimal fraction forms of the same number</li> <li>Recognize equivalence between common fraction, decimal fraction and percentage forms of the same number</li> </ul>	<p><b>Examples</b></p> <p>a) Calculate <math>\frac{4}{5}</math> of 20</p> <p>Answer:</p> $\frac{4}{5} \text{ of } 20 = \frac{4}{5} \times \frac{20}{1} = \frac{4}{1} \times \frac{4}{1} = 16 \quad \text{OR} \quad \frac{4}{5} \text{ of } 20 = \frac{4}{5} \times \frac{20}{1} = \frac{80}{5} = 16$ <p>b) Calculate <math>\frac{2}{3}</math> of <math>\frac{5}{6}</math></p> <p>Answer</p> $\frac{2}{3} \text{ of } \frac{5}{6} = \frac{2}{3} \times \frac{5}{6} = \frac{1}{3} \times \frac{5}{3} = \frac{5}{9} \quad \text{OR} \quad \frac{2}{3} \text{ of } \frac{5}{6} = \frac{2}{3} \times \frac{5}{6} = \frac{1}{3} \times \frac{10}{6} = \frac{5}{9}$ <p><b>Calculation using percentages</b></p> <ul style="list-style-type: none"> <li>Learners should do context free calculations and solve problems in contexts.</li> <li>When doing calculations using percentages, learners have to use the equivalent common fraction form, which is a fraction with denominator 100.</li> </ul> <p>Learners should become familiar with the equivalent fraction and decimal forms of common percentages like</p> <p>a) 25% or <math>\frac{1}{4}</math> or 0,25;</p> <p>b) 50% or <math>\frac{1}{2}</math> or 0,5;</p> <p>c) 60% or <math>\frac{3}{5}</math> or 0,6.</p> <ul style="list-style-type: none"> <li>To calculate percentage of part of a whole, or percentage increase or decrease, learners have to learn the strategy of multiplying by <math>\frac{100}{1}</math>. It is useful for learners to learn to use calculators for some of these calculations where the fractions are not easily simplified.</li> <li>When using calculators, learners can also use the equivalent decimal fraction form for percentages to do the calculations.</li> </ul> <p><b>Examples:</b></p> <p>a) Calculate 60% of R105</p> $\text{Amount} = \frac{3}{5} \times \text{R}105 = \text{R}63$ <p>b) What percentage is 40c of R3,20?</p> $\text{Percentage} = \frac{40}{320} \times \frac{100}{1} = \frac{100}{8} = 12,5\%$	<p><b>9 hours</b></p>

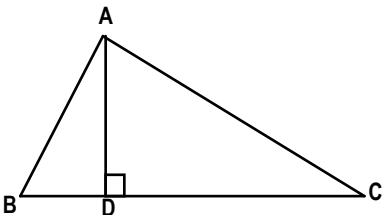
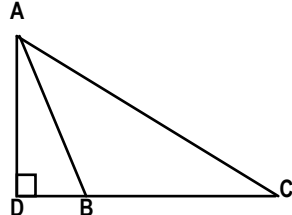
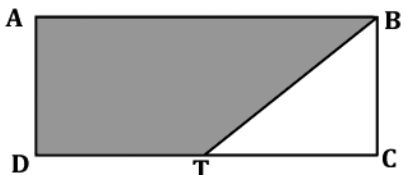
CONTENT AREA	TOPICS	CONCEPTS AND SKILLS	SOME CLARIFICATION NOTES OR TEACHING GUIDELINES	DURATION (in hours)
			<p>c) Calculate the percentage increase if the price of a bus ticket of R60 is increased to R84.</p> <p>Amount increased = R24.</p> <p>Therefore percentage increase = <math>\frac{24}{60} \times \frac{100}{1} = 40\%</math></p> <p>d) Calculate the percentage decrease if the price of petrol goes down from 20 cents a litre to 18 cents a litre.</p> <p>Amount decreased = 2 cents. Therefore percentage decrease = <math>\frac{2}{20} \times \frac{100}{1} = 10\%</math></p>	
<b>Numbers, Operations and Relationships</b>	<b>1.5 Decimal fractions</b>	<p><b>Ordering and comparing decimal fractions</b></p> <ul style="list-style-type: none"> <li>• Revise the following done in Grade 6: <ul style="list-style-type: none"> <li>- count forwards and backwards in decimal fractions to at least two decimal places</li> <li>- compare and order decimal fractions to at least two decimal places</li> <li>- place value of digits to at least two decimal places</li> <li>- rounding off decimal fractions to at least 1 decimal place</li> </ul> </li> <li>• Extend all of the above to decimal fractions of at least three decimal places and rounding off to at least 2 decimal places</li> </ul>	<p><b>What is different to Grade 6?</b></p> <ul style="list-style-type: none"> <li>• Decimal fractions to at least decimal places</li> <li>• Rounding off to at least decimal places</li> <li>• Multiply and divide decimal fractions by whole numbers</li> <li>• Multiply decimal fractions by decimal fractions</li> </ul> <p>In Grade 7 learners consolidate number knowledge and calculation techniques for decimal fractions, developed in the Intermediate Phase.</p> <p><b>Ordering, counting and comparing decimal fractions</b></p> <ul style="list-style-type: none"> <li>• Counting should not only be thought of as verbal counting. Learners can count in decimal intervals using: <ul style="list-style-type: none"> <li>- structured, semi-structured or empty number lines</li> <li>- chain diagrams for counting</li> </ul> </li> <li>• Learners should be given a range of exercises such as: <ul style="list-style-type: none"> <li>- arrange given numbers from the smallest to the biggest: or biggest to smallest</li> <li>- fill in missing numbers in <ul style="list-style-type: none"> <li>♦ a sequence</li> <li>♦ on a number grid</li> <li>♦ on a number line</li> <li>♦ fill in &lt;, = or &gt; <b>Example:</b> <math>0,4 \ast 0,04</math></li> </ul> </li> </ul> </li> <li>• Counting exercises in chain diagrams can be checked using calculators and learners can explain any differences between their answers and those shown by the calculator.</li> </ul>	<b>9 hours</b>

CONTENT AREA	TOPICS	CONCEPTS AND SKILLS	SOME CLARIFICATION NOTES OR TEACHING GUIDELINES	DURATION (in hours)
<p><b>Numbers, Operations and Relationships</b></p>	<p><b>1.5 Decimal fractions</b></p>	<p><b>Calculations using decimal fractions</b></p> <ul style="list-style-type: none"> <li>• Revise the following done in Grade 6:               <ul style="list-style-type: none"> <li>- addition and subtraction of decimal fractions of at least two decimal places</li> <li>- multiplication of decimal fractions by 10 and 100</li> </ul> </li> <li>• Extend addition and subtraction to decimal fractions of at least three decimal places</li> <li>• Multiply decimal fractions to include:               <ul style="list-style-type: none"> <li>- decimal fractions to at least 3 decimal places by whole numbers</li> <li>- decimal fractions to at least 2 decimal places by decimal fractions to at least 1 decimal place</li> </ul> </li> <li>• Divide decimal fractions to include decimal fractions to at least 3 decimal places by whole numbers</li> </ul> <p><b>Calculation techniques</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of place value to estimate the number of decimal places in the result before performing calculations</li> <li>• Use rounding off and a calculator to check results where appropriate</li> </ul> <p><b>Solving problems</b></p> <ul style="list-style-type: none"> <li>• Solve problems in context involving decimal fractions</li> </ul>	<p><b>Calculating with decimal fractions</b></p> <ul style="list-style-type: none"> <li>• Learners should do context free calculations and solve problems in contexts.</li> <li>• Learners should estimate their answers before calculating, especially with multiplication by decimal fractions. They should be able to judge the reasonableness of answers relating to how many decimal places and also check their own answers.</li> <li>• Multiplication by decimal fractions should start with familiar numbers that learners can calculate by inspection, so that learners get a sense of how decimal places are affected by multiplication.</li> </ul> <p><b>Examples:</b></p> <p>a) <math>3 \times 2 = 6</math>  <math>0,3 \times 2 = 0,6</math>  <math>0,3 \times 0,2 = 0,06</math>  <math>0,3 \times 0,02 = 0,006</math>  <math>0,03 \times 0,002 = 0,0006</math> etc</p> <p>b) <math>15 \times 3 = 45</math>  <math>1,5 \times 3 = 4,5</math>  <math>0,15 \times 3 = 0,45</math>  <math>0,15 \times 0,3 = 0,045</math>  <math>0,015 \times 0,3 = 0,0045</math> etc</p> <p><b>Equivalence between common fractions and decimal fractions</b></p> <ul style="list-style-type: none"> <li>• Learners are not expected to be able to convert any common fraction into its decimal form, merely to see the relationship between tenths, hundredths and thousandths in their decimal forms.</li> <li>• Learners should start by rewriting and converting tenths, hundredths and thousandths in common fraction form to decimal fractions. Where denominators of other fractions are factors of 10 e.g. 2,5 or factors of 100 e.g. 2, 4, 20, 25 learners can convert these to hundredths using what they know about equivalence.</li> <li>• It is useful to use calculators to help learners convert between common fractions and decimal fractions (here learners will use what they know about the relationship between fractions and division).</li> </ul>	

CONTENT AREA	TOPICS	CONCEPTS AND SKILLS	SOME CLARIFICATION NOTES OR TEACHING GUIDELINES	DURATION (in hours)
Numbers, Operations and Relationships	1.5 Decimal fractions	<p><b>Equivalent forms</b></p> <ul style="list-style-type: none"> <li>Revise the following done in Grade 6:               <ul style="list-style-type: none"> <li>recognize equivalence between common fraction and decimal fraction forms of the same number</li> <li>Recognize equivalence between common fraction, decimal fraction and percentage forms of the same number</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Dividing whole numbers by 10, 100, 1 000, etc. can help to build learners' understanding of place value with decimals. This is also useful to do on the calculator – learners can discuss the patterns they see when dividing.</li> <li>Similarly calculators can be useful tools for learners to learn about patterns when multiplying decimals by 10, 100 or, 1 000 etc.</li> </ul>	
Patterns, functions and algebra	2.2 Functions and relationships	<p><b>Input and output values</b></p> <ul style="list-style-type: none"> <li>Determine input values, output values or rules for patterns and relationships using:               <ul style="list-style-type: none"> <li>flow diagrams</li> <li>tables</li> <li>formulae</li> </ul> </li> </ul> <p><b>Equivalent forms</b></p> <ul style="list-style-type: none"> <li>Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented:               <ul style="list-style-type: none"> <li>verbally</li> <li>in flow diagrams</li> <li>in tables</li> <li>by formulae</li> <li>by number sentences</li> </ul> </li> </ul>	<p><b>What is different to the Intermediate Phase?</b></p> <ul style="list-style-type: none"> <li>Finding input or output values using given formulae</li> <li>The rules and number patterns for which learners have to find input or output values are extended to include patterns with integers, square numbers and cubic numbers</li> </ul> <p>Finding input and output values in flow diagrams, tables and formulae should be done more than just once a year. It can be done after number work, to practise properties and operations with numbers and after measurement or geometry to practise solving problems using formulae.</p> <p><b>In Term 2 the focus of Functions and Relationships is on practising operations with whole numbers as well as common fractions or decimal fractions as input values, or including common fractions and decimal fractions in the rules for finding output values. In Term 3 the focus of Functions and Relationships is on using formulae and in Term 4, the focus is on practising addition and subtraction of integers.</b></p> <ul style="list-style-type: none"> <li>In this phase, it is useful to begin to specify whether the input values are natural numbers, or integers or rational numbers. Hence, to find output values, learners should be given the rule/formula as well as the input values.</li> </ul> <p>Flow diagrams are representations of functional relationships. Hence, when using flow diagrams, the correspondence between input and output values should be clear in its representational form i.e. the first input produces the first output, the second input produces the second output, etc.</p>	3 hours

CONTENT AREA	TOPICS	CONCEPTS AND SKILLS	SOME CLARIFICATION NOTES OR TEACHING GUIDELINES	DURATION (in hours)																
Patterns, functions and algebra	2.2 Functions and relationships		<p><b>Examples</b></p> <p>a) Use the given rule to calculate the values of <math>t</math> for each value of <math>p</math>, where <math>p</math> is a natural number.</p>  <p>In this kind of flow diagram, learners can also be asked to find the value of <math>p</math> for a given value <math>t</math>.</p> <p>b) Find the rule for calculating the output value for every given input value in the flow diagram below.</p>  <p>In flow diagrams such as these, more than one rule might be possible to describe the relationship between input and output values. The rules are acceptable if they match the given input values to the corresponding output values.</p> <p>c) If the rule for finding <math>y</math> in the table below is: <math>y = 3x - 1</math>, find <math>y</math> for the given <math>x</math> values:</p> <table border="1" data-bbox="1086 1209 1863 1305"> <tbody> <tr> <td><math>x</math></td> <td>0</td> <td>1</td> <td>2</td> <td>5</td> <td>10</td> <td>50</td> <td>100</td> </tr> <tr> <td><math>y</math></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	$x$	0	1	2	5	10	50	100	$y$								
$x$	0	1	2	5	10	50	100													
$y$																				

CONTENT AREA	TOPICS	CONCEPTS AND SKILLS	SOME CLARIFICATION NOTES OR TEACHING GUIDELINES	DURATION (in hours)																
Patterns, functions and algebra	2.2 Functions and relationships		<p>d) Describe the relationship between the numbers in the top row and bottom row in the table. Then write down the value of <math>m</math> and <math>n</math>.</p> <table border="1"> <tbody> <tr> <td><math>x</math></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> <td>12</td> <td><math>n</math></td> </tr> <tr> <td><math>y</math></td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td></td> <td><math>m</math></td> <td>34</td> </tr> </tbody> </table> <p>In tables such as these, more than one rule might be possible to describe the relationship between <math>x</math> and <math>y</math> values. The rules are acceptable if they match the given input values to the corresponding output values. For example, the rule <math>y = x + 4</math> describes the relationship between the given <math>x</math> and <math>y</math> values in the table. To find <math>m</math> and <math>n</math>, you have to substitute the corresponding values for <math>x</math> or <math>y</math> into this rule and solve the equation by inspection.</p>	$x$	1	2	3	4		12	$n$	$y$	5	6	7	8		$m$	34	
$x$	1	2	3	4		12	$n$													
$y$	5	6	7	8		$m$	34													
Measurement	4.1 Area and perimeter of 2D shapes	<p><b>Area and perimeter</b></p> <ul style="list-style-type: none"> <li>Calculate the perimeter of regular and irregular polygons</li> <li>Use appropriate formulae to calculate perimeter and area of: <ul style="list-style-type: none"> <li>squares</li> <li>rectangles</li> <li>triangles</li> </ul> </li> </ul> <p><b>Calculations and solving problems</b></p> <ul style="list-style-type: none"> <li>Solve problems involving perimeter and area of polygons</li> <li>Calculate to at least 1 decimal place</li> <li>Use and convert between appropriate SI units, including: <ul style="list-style-type: none"> <li><math>mm^2 \leftrightarrow cm^2</math></li> <li><math>cm^2 \leftrightarrow m^2</math></li> </ul> </li> </ul>	<p><b>What is different to Grade 6?</b></p> <ul style="list-style-type: none"> <li>In Grade 6 learners did not have to use formulae to calculate area and perimeter.</li> <li><b>Formulae</b> learners should know and use are: <ul style="list-style-type: none"> <li>perimeter of a square = <math>4s</math></li> <li>perimeter of a rectangle = <math>2(l + b)</math> or <math>2l + 2b</math></li> <li>area of a square = <math>l^2</math></li> <li>area of a rectangle = <math>l \times b</math></li> <li>area of a triangle = <math>\frac{1}{2} (b \times h)</math></li> </ul> </li> </ul> <p><b>Solving equations using formulae</b></p> <ul style="list-style-type: none"> <li>The use of formulae provides a context to practise solving equations by inspection.</li> </ul> <p><b>Example</b></p> <ol style="list-style-type: none"> <li>If the perimeter of a square is 32 <math>cm</math> what is the length of each side? Learners should write this as: <math>4s = 32</math> and solve by inspection by asking: 4 times what will be 32?</li> <li>If the area of a rectangle is 200 <math>cm^2</math>, and its length is 50 <math>cm</math> what is its width? Learners should write this as: <math>50 \times b = 200</math> and solve by inspection by asking: 50 times what will be 200?</li> </ol>	7 hours																

CONTENT AREA	TOPICS	CONCEPTS AND SKILLS	SOME CLARIFICATION NOTES OR TEACHING GUIDELINES	DURATION (in hours)
Measurement	4.1 Area and perimeter of 2D shapes		<p><b>Examples of calculations for area and perimeter</b></p> <p><b>Calculate:</b></p> <ol style="list-style-type: none"> <li>Perimeter of a rectangle which is 24 <i>cm</i> long and 18 <i>cm</i> wide.</li> <li>Perimeter of a regular octagon if the length of each side is 17 <i>cm</i>.</li> <li>Area of <math>\triangle ABC</math> if <math>BC = 12</math> <i>cm</i> and its height <math>AT = 9</math> <i>cm</i></li> <li>Perimeter of a square if its area is 225 <math>cm^2</math></li> </ol> <p><b>For areas of triangles:</b></p> <ul style="list-style-type: none"> <li>Make sure learners know that the height of a triangle is a line segment drawn from any vertex perpendicular to the opposite side.</li> </ul> <p><b>Example:</b> AD is the height onto base BC of <math>\triangle ABC</math>.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> <li>Point out that every triangle has 3 bases, each with a related height or altitude.</li> </ul> <p><b>For conversions, note:</b></p> <ul style="list-style-type: none"> <li>if 1 <i>cm</i> = 10 <i>mm</i> then 1 <math>cm^2 = 100</math> <math>mm^2</math></li> <li>if 1 <i>m</i> = 100 <i>cm</i> then 1 <math>m^2 = 10\ 000</math> <math>cm^2</math></li> </ul> <p><b>Examples of solving problems involving perimeter and area.</b></p> <ol style="list-style-type: none"> <li>Calculate the area of the shaded part in the diagram if ABCD is a rectangle, <math>AB = 18,6</math> <i>cm</i>, <math>DC = 2TC</math> and <math>BC = 8</math> <i>cm</i></li> </ol> <div style="text-align: center;">  </div> <ol style="list-style-type: none"> <li>The area of the floor of the dining room is 18,4 <math>cm^2</math>. How many square tiles with sides of 20 <i>cm</i> are needed to tile the floor?</li> <li>The length of the side of a square is doubled. Will the area of the enlarged square be double or four times that of the original square?</li> </ol>	

CONTENT AREA	TOPICS	CONCEPTS AND SKILLS	SOME CLARIFICATION NOTES OR TEACHING GUIDELINES	DURATION (in hours)
Measurement	4.2 <b>Surface area and volume of 3D objects</b>	<p><b>Surface area and volume</b></p> <ul style="list-style-type: none"> <li>Use appropriate formulae to calculate the surface area, volume and capacity of: <ul style="list-style-type: none"> <li>cubes</li> <li>rectangular prisms</li> </ul> </li> <li>Describe the interrelationship between surface area and volume of the objects mentioned above</li> </ul> <p><b>Calculations and solving problems</b></p> <ul style="list-style-type: none"> <li>Solve problems involving surface area, volume and capacity</li> <li>Use and convert between appropriate SI units, including: <ul style="list-style-type: none"> <li><math>mm^2 \leftrightarrow cm^2</math></li> <li><math>cm^2 \leftrightarrow m^2</math></li> <li><math>mm^3 \leftrightarrow cm^3</math></li> <li><math>cm^3 \leftrightarrow m^3</math></li> </ul> </li> <li>Use equivalence between units when solving problems: <ul style="list-style-type: none"> <li><math>1cm^3 \leftrightarrow 1 ml</math></li> <li><math>1 m^3 \leftrightarrow 1 kl</math></li> </ul> </li> </ul>	<p><b>What is different to Grade 6?</b></p> <ul style="list-style-type: none"> <li>In Grade 6 learners did not have to use formulae to calculate surface area and volume.</li> <li><b>Formulae</b> learners should know and use: <ul style="list-style-type: none"> <li>the volume of a prism = the area of the base x the height</li> <li>the surface area of a prism = the sum of the area of all its faces</li> <li>the volume of a cube = <math>l^3</math></li> <li>the volume of a rectangular prism = <math>l \times b \times h</math></li> </ul> </li> <li><b>For conversions, note:</b> <ul style="list-style-type: none"> <li>if <math>1 cm = 10 mm</math> then <math>1 cm^3 = 1\ 000 mm^3</math> and</li> <li>if <math>1 m = 100 cm</math> then <math>1 m^3 = 1\ 000\ 000 mm^3</math> or <math>1\ 000\ 000 cm^3</math> or <math>10^6 cm^3</math>.</li> <li>an object with a volume of <math>1 cm^3</math> will displace exactly <math>1 ml</math> of water; and</li> <li>an object with a volume of <math>1 m^3</math> will displace exactly <math>1 kl</math> of water.</li> </ul> </li> <li>Emphasize that the amount of space inside a prism is called its capacity; and the amount of space occupied by a prism is called its volume.</li> <li>Investigate the nets of cubes and rectangular prisms in order to deduce formulae for calculating their surface areas.</li> </ul>	8 hours
<p><b>REVISION/ASSESSMENT:</b></p> <p>At this stage learners should be assessed on:</p> <ul style="list-style-type: none"> <li>calculating and solving problems with common fractions and decimal fractions</li> <li>using formulae to find area and perimeter of 2D shapes</li> <li>using formulae to find volume and surface area of 3D objects</li> </ul>				9 hours



GRADE 7 TERM 2			
STRAND: MATTER AND MATERIALS			
TIME	TOPIC	CONTENT & CONCEPTS	SUGGESTED ACTIVITIES: INVESTIGATIONS, PRACTICAL WORK, AND DEMONSTRATIONS
2 weeks	Properties of materials	<p><b>Physical properties of materials</b></p> <ul style="list-style-type: none"> <li>properties of materials determine their suitability for a particular use such as: (refer to Grade 5 Energy &amp; Change)                             <ul style="list-style-type: none"> <li>- strength</li> <li>- flexibility</li> <li>- boiling and melting points</li> <li>- electrical conductivity</li> <li>- heat conductivity</li> </ul> </li> <li>the boiling point of a substance is the <i>temperature</i> at which the liquid starts boiling (boiling is a rapid change in state from a liquid state to a gas state)</li> <li>other factors (such as cost, colour and texture) are also taken into account when using materials</li> </ul> <p><b>Impact on the environment</b></p> <ul style="list-style-type: none"> <li>the production and/or use of materials such as metals, plastics and fuels has an impact on the environment</li> </ul>	<ul style="list-style-type: none"> <li><b>investigating and comparing</b> the strength of selected materials [by dropping weights onto, or hanging weights on materials such as different shopping bags, aluminium foil, newspaper, photocopier/printer paper, plastic wrap, wax paper]</li> <li><b>reading</b> about the boiling and melting points of different materials such as salt, water, ethanol, paraffin, iron, copper, gold, silver, lead</li> <li><b>investigating</b> what happens when water heats up and boils [heat water and take the temperature reading every 3 minutes until the temperature reading becomes constant for three readings]. Record time intervals and temperature readings in a table, and draw a line graph [Note: you can do the same with other liquids such as orange juice, apple juice, cola]</li> <li><b>reading and writing</b> about how a material such as a metal or plastic or fuel is produced and its impact on the environment</li> </ul>
2 weeks	Separating mixtures	<p><b>Mixtures</b></p> <ul style="list-style-type: none"> <li>a mixture is made up of two or more substances or materials that have different physical properties. Where the properties differ, the substances can be separated</li> </ul> <p><b>Methods of physical separation</b></p> <ul style="list-style-type: none"> <li>the physical properties of the materials in a mixture determine the separating method to be used</li> <li>some methods used to separate materials include hand sorting (separating sheep wool from thorns), sieving (separating stones from sand), filtration (separating sand from water) (refer to Grade 6 Matter &amp; Materials)</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Selection of materials for example: Paper, cardboard, copper wire, wood, rubber, plastic, stone/clay, brick, glass, aluminium foil, wax paper, rope/string</li> <li>Heat sources</li> <li>Tripod stands, gauze and glass containers</li> <li>Thermometers</li> </ul>
			<ul style="list-style-type: none"> <li><b>designing and explaining</b> about the best ways to separate and collect all the materials from a mixture of sand, iron filings, salt, ethanol and water. Explain why you have chosen each method of separation</li> <li><b>demonstrating</b> distillation by using a Liebig condenser or any other suitable apparatus</li> <li><b>separating</b> ink by chromatography [use black ballpoint ink (or other koki colours), white paper strips and methylated spirits as a solvent]</li> </ul>
			<ul style="list-style-type: none"> <li>Sieves</li> <li>Filter paper</li> <li>Funnel</li> <li>Glass or plastic jars</li> </ul>

TIME	TOPIC	CONTENT & CONCEPTS	SUGGESTED ACTIVITIES: INVESTIGATIONS, PRACTICAL WORK, AND DEMONSTRATIONS	EQUIPMENT AND RESOURCES
	Separating mixtures <i>[continued...]</i>	<p><b>Methods of physical separation</b> <i>[continued...]</i></p> <ul style="list-style-type: none"> <li>• additional methods include                             <ul style="list-style-type: none"> <li>- using a magnet (separating iron from sand)</li> <li>- evaporation (retrieving salt from sea water)</li> <li>- distillation (retrieving pure water from sea water). Distillation always involves boiling and condensation <i>[change from gas to a liquid]</i></li> <li>- chromatography (separating different colour pigments from one colour pigment, such as black)</li> </ul> </li> </ul> <p><b>Sorting and recycling materials</b></p> <ul style="list-style-type: none"> <li>• it is every person's responsibility to dispose of waste in a proper way</li> <li>• only certain materials are suitable for recycling, such as metals, plastics and glass. Organic waste can be made into compost. Material which cannot be recycled has to be dumped</li> <li>• local authorities have systems for sorting and disposing of waste materials</li> <li>• there are negative consequences associated with poor waste management such as pollution of water, soil and the environment; health hazards and diseases; blockage of sewage and water drainage systems; waste of land used for landfills; wastage of valuable materials which could be recycled</li> </ul>	<p><b>discussing</b> about the many careers in chemistry, mining, waste management <i>[not for assessment purposes]</i></p>	<ul style="list-style-type: none"> <li>• Magnets</li> <li>• Iron or metal filings (or coins)</li> <li>• Sugar/salt</li> <li>• Heat source</li> <li>• Liebig condenser (if available) or test tubes, stoppers and glass and rubber tubes</li> <li>• Black ink</li> <li>• Koki colours</li> <li>• Methylated spirits</li> </ul>
2 weeks	Acids, bases and neutrals	<p><b>Tastes of substances</b></p> <ul style="list-style-type: none"> <li>• the human tongue can sense four different tastes, salty, sweet, sour and bitter</li> </ul> <p><i>[There is a survival advantage to being able to distinguish these tastes, such as selecting a ripe apple which usually tastes sweet, but discarding an unripe one which tastes sour]</i></p> <p><b>[Note: not all substances are safe to taste]</b></p> <p><b>Properties of acids, bases and neutrals</b></p> <ul style="list-style-type: none"> <li>• acids and bases are an important group of chemicals</li> <li>• many foods and household chemicals can be classified as acids, bases, or neutrals depending on their properties</li> </ul>	<ul style="list-style-type: none"> <li>• <b>investigating</b> common beverages to determine whether they are acids, bases or neutrals (such as water, tea and rooibos, coffee, milk, fruit juices, fizzy drinks) to test whether they are acids, bases or neutrals</li> <li>• <b>using</b> red and blue litmus paper. Record results on a table and draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Red litmus paper</li> <li>• Blue litmus paper</li> <li>• Glass containers</li> <li>• Liquids such as: tea, rooibos, coffee, milk, fruit juices, fizzy drinks,</li> <li>• Household substances such as: vinegar, tartaric acid, lemon, antacids, shampoo, soap, bicarbonate of soda, liquid soap</li> </ul>

TIME	TOPIC	CONTENT & CONCEPTS	SUGGESTED ACTIVITIES: INVESTIGATIONS, PRACTICAL WORK, AND DEMONSTRATIONS	EQUIPMENT AND RESOURCES
	<p><b>Acids, bases and neutrals</b> [continued...]</p>	<p><b>Properties of acids, bases and neutrals</b> [continued...]</p> <ul style="list-style-type: none"> <li>• acids (such as lemon and other fruit juices, vinegar, tartaric acid, swimming pool acid) have the following properties               <ul style="list-style-type: none"> <li>- taste sour</li> <li>- feel rough on the skin</li> <li>- many are dangerous to taste or feel (are corrosive)</li> </ul> </li> <li>• bases (such as bicarbonate of soda, washing powder, most soaps, bleach and household cleaners) have the following properties               <ul style="list-style-type: none"> <li>- taste bitter</li> <li>- feel slippery on the skin</li> <li>- many are dangerous to taste or feel (are corrosive)</li> </ul> </li> </ul> <p><i>[soluble bases are called alkaline/s]</i></p> <ul style="list-style-type: none"> <li>• neutrals (such as pure water, salt solution, sugar solution, cooking oil) are neither acids nor bases</li> </ul> <p><b>Acid-base indicators</b></p> <ul style="list-style-type: none"> <li>• red and blue litmus paper can be used to test/indicate whether a substance is an acid, a base or a neutral               <ul style="list-style-type: none"> <li>- red litmus paper remains red in an acid and a neutral, but turns blue in a base</li> <li>- blue litmus paper remains blue in a base and a neutral, but turns red in an acid</li> </ul> </li> <li>• we always use <i>both</i> red and blue litmus to test a substance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>investigating</b> a range of household substances (such as vinegar, tartaric acid, aspirin, antacids, shampoo, soap, bicarbonate of soda, salt water, sugar water, liquid soap) to test whether they are acids, bases or neutrals using red and blue litmus paper. Record results on a table and draw conclusions</li> </ul> <p><i>[Detergents/soaps are expected to test basic, but some have additives such as lemon juice and therefore may test acidic instead. Check on packaging labels]</i></p>	

TIME	TOPIC	CONTENT & CONCEPTS	SUGGESTED ACTIVITIES: INVESTIGATIONS, PRACTICAL WORK, AND DEMONSTRATIONS	EQUIPMENT AND RESOURCES
2 weeks	Introduction to the Periodic Table of Elements	<p><b>Arrangement of elements on the Periodic Table</b></p> <ul style="list-style-type: none"> <li>the Periodic Table of Elements is a classification system for the elements which make up matter and materials in the world [an element is a pure substance which cannot be broken down further]</li> <li>the Periodic Table was devised by Dmitri Mendeleev in the 1860s. He arranged the elements according to their properties in a table format</li> <li>the elements of the Periodic Table are arranged into three main categories; metals, semi-metals and non-metals:                     <ul style="list-style-type: none"> <li>metals are arranged on the left hand side of the table</li> <li>non-metals are found on the far right hand side of the table</li> <li>semi-metals are found in the region between metals and non-metals</li> </ul> </li> <li>each element has its own name, symbol, atomic number and position on the Periodic Table</li> </ul> <p><b>Some properties of metals, semi-metals and non-metals</b></p> <ul style="list-style-type: none"> <li>metals are usually shiny, ductile and malleable, solid (except mercury) and have high melting and boiling points</li> <li>non-metals have a variety of different properties (depending on whether they are solids or gases)</li> <li>semi-metals are solids and have some properties of metals and some properties of non-metals</li> </ul>	<ul style="list-style-type: none"> <li>reading about and learning the names and symbols of the first 20 elements of the Periodic Table [learners need NOT memorise the atomic number of each element]</li> <li>categorising the elements in a copy of the Periodic Table by colouring each category (metals, semi-metals and non-metals) in different colours</li> <li>identifying a number of elements from the Periodic Table used in everyday life/ the household. Describe them in writing</li> </ul>	<ul style="list-style-type: none"> <li>Periodic Tables</li> <li>Three colours of pencils / crayons</li> </ul>
Assessment guidelines	<p>This content and the associated concepts must be integrated with the aims and skills for Natural Sciences (refer to <b>Section 2</b>).</p> <ul style="list-style-type: none"> <li>Learners should read, write, draw and do practical tasks regularly</li> <li>Evidence of learner's work, including assessments, should be kept in the learner's notebook</li> </ul> <p>School-based assessment (including practical tasks and class tests), checking for correctness, and providing constructive feedback should be done regularly.</p> <p>As this is an exam term, the final two weeks may be required for revision.</p> <p>For more detailed guidelines on assessment, refer to <b>Section 4</b>. For more detailed guidelines on assessment, refer to <b>Section 4</b>.</p>	<p><b>Check the learner's knowledge and that they can:</b></p> <ul style="list-style-type: none"> <li>measure the temperature of water as it heats up to boiling point, draw accurate line graphs, understand and explain the results</li> <li>explain the separation processes correctly and write about how to separate and collect sand, iron filings, salt, ethanol and water from a mixture</li> <li>discuss one important consequence of poor waste management for the environment</li> <li>classify several common beverages/ household substances into acids or bases or neutrals using an indicator</li> <li>identify metals, semi-metals and non-metals on the Periodic Table of elements</li> </ul>		

GRADE 7: SENIOR PHASE GEOGRAPHY TERM 2		
<p><b>Topic:</b> <b>Volcanoes , earthquakes, and floods</b></p>	<p><b>Suggested contact time:</b> <b>One term/15 hours</b></p>	<p><b>Recommended resources</b></p> <ul style="list-style-type: none"> <li>• Atlases</li> <li>• Photographs/ DVDs of earthquakes, volcanoes and relief work operations</li> <li>• News reports/ magazines</li> <li>• Picture books</li> </ul>
<p><b>Content and concepts</b></p> <ul style="list-style-type: none"> <li> <p>• <b>Structure of the earth</b> <span style="float: right;"><b>3 hours</b></span></p> <ul style="list-style-type: none"> <li>- Core, mantle, crust</li> <li>- How the crust moves: Introduction to tectonic plates and plate movements</li> </ul> </li> <li> <p>• <b>Volcanoes</b> <span style="float: right;"><b>1 hour</b></span></p> <ul style="list-style-type: none"> <li>- Volcanoes - location around the world (map*)</li> <li>- Why volcanoes occur</li> </ul> </li> <li> <p>• <b>Earthquakes</b> <span style="float: right;"><b>4 hours</b></span></p> <ul style="list-style-type: none"> <li>- Location of earthquakes around the world (map*)</li> <li>- Causes of earthquakes – link back to plate movements **</li> <li>- Effects of earthquakes – including injury and loss of life, disease, displacement of people, damage to infrastructure, fires and tsunamis</li> <li>- Why some communities are at higher risk than others.</li> <li>- Reducing the impact – preparing for and responding to earthquakes</li> <li>- Case study of a selected earthquake ***</li> </ul> </li> <li> <p>• <b>Floods</b> <span style="float: right;"><b>4 hours</b></span></p> <ul style="list-style-type: none"> <li>- Causes of floods – unusually heavy rain, environmental factors (such as farming, settlement, fires and loss of vegetation) and earthquakes (tsunamis) ****</li> <li>- Effects of floods – including injury and loss of life; disease; displacement of people; soil erosion; damage to fields, buildings and infrastructure</li> <li>- Why some communities are at higher risk than others</li> <li>- Reducing the impact – preparing for and responding to floods</li> <li>- Case study of a selected flood ***</li> </ul> </li> <li> <p>• <b>Revision, assessment (formal and informal) and feedback should be done on an ongoing basis</b> <span style="float: right;"><b>3 hours</b></span></p> </li> </ul> <p><b>Notes:</b></p> <p>* Volcanoes and earthquakes may be shown on the same map. This map should also show the relationship between the tectonic plates and volcanic/earthquake activity.</p> <p>** Faulting is included in the FET Geography curriculum. There is no need to include detail here.</p> <p>*** Case studies should be from this century. The case study of the flood should be South African.</p> <p>****It is not necessary to study tropical cyclones or other meteorological phenomena at this level. However, they may be mentioned as causing heavy rain and flooding where appropriate.</p>		
<p>This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2. Learners should read and write regularly. Evidence of learner’s work, including assessments, should be kept in the learner’s notebook.</p>		

GRADE 7 TERM 2			
It is compulsory to cover the given scope in the term indicated. The sequence of the work within the term must be adhered to. Skills – investigating, drawing, designing, making and presenting should improve progressively from term to term.			
Hrs	Focus	Content, concepts and skills	Enabling Tasks
2	<b>Structures</b>	<ul style="list-style-type: none"> <li>• Definition and purpose of structures to contain, protect, support, span.</li> <li>• Classification of structures: natural and man-made.</li> </ul> <p><b>Types of structures: shell, frame, solid – learners complete a worksheet.</b></p>	
1		<ul style="list-style-type: none"> <li>• Investigate: a cell phone tower – a frame structure</li> <li>• Case study: examine existing towers strengthened by triangulation, including pylons, windmills and mine headgear.</li> <li>• Evaluate: worksheet on the advantages and disadvantages of telephone systems;</li> </ul> <p><b>Landline vs. mobile. Learners complete a table.</b></p>	
1		<p><b>Action research: to stiffen materials / structures</b></p> <ul style="list-style-type: none"> <li>• Practical activity 1 – Stiffen a structural material by <u>tubing</u>.</li> <li>• Practical activity 2 – Stiffen a structural material by <u>folding</u>.</li> </ul> <p><b>Practical activity 3 – Stiffen a frame structure by <u>triangulation</u>.</b></p>	
2	<b>Structures</b>  <b>Impact of technology</b>  <b>Design skills</b>  <b>Investigation skills</b>	<p><b>Investigating design issues:</b></p> <ul style="list-style-type: none"> <li>• <b>Case study:</b> study photographs of existing cell phone towers noting structural elements, reinforcing techniques and design issues such as visual pollution, stability, base size and centre of gravity.</li> <li>• <b>Class discussion:</b> how designers consider the needs of society in terms of technology while considering the impact on society and on the environment.</li> <li>• <b>Case study – existing designs 1:</b> examine the <b>features</b> of a school desk; write the <b>design brief</b> with <b>specifications</b> for a school desk.</li> </ul> <p>Case study – <b>existing designs 2: examine an existing product (FM radio/cell phone), list its features and then write a design brief with specifications for that product.</b></p>	
<b>FORMAL ASSESSMENT TASK: Mini-PAT      TOPIC: Structures</b>			
CONTEXT: The cell phone tower		CONTENT: Frame structures	[70%]
3	<b>Structures</b>  <b>Design skills</b>  <b>Impact of technology</b>  <b>Design Evaluation skills</b>	<p><b>Scenario:</b> Cell phone towers are everywhere and are built using materials to ensure stability, strength and rigidity (stiffness).</p> <ul style="list-style-type: none"> <li>• <b>Write the design brief:</b></li> </ul> <p>Individual learners write the design brief with specifications for a new cell phone tower.</p> <p><b>Note 1:</b> At a minimum, the cell phone tower can consist of struts made of found materials like “Elephant grass” or rolled paper dowels. It should show reinforcing using triangular webs, gussets and internal cross-bracing.</p> <p><b>Note 2:</b> One of the design ideas must involve disguising the tower so that it blends in with the environment, avoiding visual pollution.</p> <ul style="list-style-type: none"> <li>• <b>Sketch initial ideas:</b></li> </ul> <p>Individual learners draw free-hand sketches to show <b>two</b> different design ideas in 3D for a cell phone tower to be erected near the school.</p> <ul style="list-style-type: none"> <li>- Draw one idea using oblique projection.</li> <li>- Draw the other idea using single vanishing point perspective.</li> <li>- Learners form groups to examine and discuss the various design ideas of the individuals in the group. They evaluate the sketches of each individual to determine advantages and disadvantages of each design.</li> </ul> <p>Individual learners now adapt their own design ideas in terms of the group evaluation, making any necessary improvements.</p>	

2	<p><b>Making skills</b></p> <p><b>Evaluation skills (design and drawing)</b></p>	<p>Making includes working drawings, choosing materials and tools, and building the model.</p> <p>Measuring and simple tool skills must be developed. Safe, cooperative working is a key skill and needed in the world of work.</p> <ul style="list-style-type: none"> <li>• Each learner lists the resources to be used.</li> <li>• Each learner draws a working drawing for the cell phone tower showing one face in 2D.</li> <li>• Learners form teams and select the best plan from those drawn by each team member. They develop the design they chose by consensus from the plans drawn by each group member.</li> </ul> <p>The team adapts a final plan (working drawing) from these inputs - assess informally.</p>
3	<p><b>Making skills</b></p> <p><b>Evaluation skills</b></p>	<p>Build the model:</p> <p>Teams build the model according to the Design Brief, using safe working practices.</p> <p>Teams develop a rubric they will use to evaluate the presentations of the other teams.</p>
	<p><b>Communication skills</b></p> <p><b>Evaluation skills</b></p>	<p>Presentation ≈ 5 minutes per team:</p> <ul style="list-style-type: none"> <li>• Teams <i>plan</i> a joint strategy to present their model and plans.</li> <li>• Teams <i>present</i> their design sketches, modifications, plans and models to the class.</li> </ul> <p>Each learner explains the role s/he played, sharing the role of spokesperson.</p> <p>Learners can enhance their presentation using posters giving an artist's impression of their completed cell phone tower in position near the school drawn using single VP perspective.</p> <p>During the team presentations, <i>each</i> team uses their rubric to assess presentations of at least two teams.</p>
1	<p><b>Formal Assessment Task: Term Test [30%]</b></p>	
<p><b>Formal Assessment: Term 2: Weighting: 10% of promotion mark</b></p> <p style="text-align: center;"><b>Mini-PAT: [70%]      Formal Term Test: [30%]      Total: 100%</b></p>		