

2021 Annual Teaching Plan – Term 1: **SOCIAL SCIENCES (GEOGRAPHY): Grade 8**

Term 1 40 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topics					Key skills Process Topographic and orthophoto maps					
					Maps					
Content and concepts Skills and Values	Orientation of learners to Grade 8 Welcome learners to Grade 8 Geography! Social Sciences subject: Welcome the learners to the learners. Explain the importance of taking care of the textbooks. Explain the programme of assessment (formal and informal). Discuss the class rules introduced for topic: Map skills (Process Topographic and orthophoto maps). Explain what will be learned in the topic – 4 week outline of the topic.	Map skills (Process Topographic and orthophoto maps) • Contour lines • Concept of contour lines • Steep and gentle slopes (description of gradient) • River valleys and spurs	Map skills (Process Topographic and orthophoto maps) • 1: 10 000 Orthophoto maps • Vertical aerial photographs (Review Grade 6) • Orthophoto images made from aerial photographs	Map skills (Process Topographic and orthophoto maps) • 1: 10 000 Orthophoto maps • How height is shown on orthophoto maps • Contour lines on orthophoto maps – identifying features	Map skills (Process Topographic and orthophoto maps) • 1: 10 000 Topographic maps • How map symbols to identify a natural features on topographic maps • Constructed features on topographic maps	Map skills (Process Topographic and orthophoto maps) • 1: 10 000 Topographic maps • Height clues on topographic maps • Contour patterns showing river valleys, ridges, mountains, ridges and spurs	Map skills (Process Topographic and orthophoto maps) • 1: 10 000 Topographic maps • Contour patterns showing river valleys, ridges, mountains, ridges and spurs	Map skills (Process Topographic and orthophoto maps) • 1: 10 000 Topographic maps • Scale and measuring distance on topographic maps – using the unit scale • Co-ordinates to locate features	Revision and consolidation	Formal Assessment Task: Assessment of map skills: Test: Assess and give feedback to learners. Mark allocation: 50 marks • Use map skills questions on topographic and orthophoto maps • Choose map skills test early in the term and give feedback after assessment.
Skills and values (CAPS P.14)		Information from maps and photographs • Integrated information from topographic and orthophoto maps and aerial photographs. • Describe landscape • Identify land use • Settlement patterns – identify shape, size, location	Information from maps and photographs • Integrated information from topographic and orthophoto maps and aerial photographs. • Describe landscape • Identify land use • Settlement patterns – identify shape, size, location	Information from maps and photographs • Integrated information from topographic and orthophoto maps and aerial photographs. • Describe landscape • Identify land use • Settlement patterns – identify shape, size, location	Information from maps and photographs • Integrated information from topographic and orthophoto maps and aerial photographs. • Describe landscape • Identify land use • Settlement patterns – identify shape, size, location	Information from maps and photographs • Integrated information from topographic and orthophoto maps and aerial photographs. • Describe landscape • Identify land use • Settlement patterns – identify shape, size, location	Information from maps and photographs • Integrated information from topographic and orthophoto maps and aerial photographs. • Describe landscape • Identify land use • Settlement patterns – identify shape, size, location	Information from maps and photographs • Integrated information from topographic and orthophoto maps and aerial photographs. • Describe landscape • Identify land use • Settlement patterns – identify shape, size, location		
Resources (other than textbook) to enhance learning		Local and other topographic and orthophoto maps and aerial photos? • Satellite images (such as Google Earth) • Videos	Local and other topographic and orthophoto maps and aerial photos? • Satellite images (such as Google Earth) • Videos	Local and other topographic and orthophoto maps and aerial photos? • Satellite images (such as Google Earth)	Local and other topographic and orthophoto maps and aerial photos? • Satellite images (such as Google Earth)	Local and other topographic and orthophoto maps and aerial photos? • Satellite images (such as Google Earth)	Local and other topographic and orthophoto maps and aerial photos? • Satellite images (such as Google Earth)	Local and other topographic and orthophoto maps and aerial photos? • Satellite images (such as Google Earth)		
Informal Assessment		Oral assessment – simple question and answers Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/Classwork/Worksheet Informal assessment should be source based		Homework/Classwork/Worksheet Informal assessment should be source based		Homework/Classwork/Worksheet Informal assessment should be source based		Homework/Classwork/Worksheet Informal assessment should be source based	

Social Sciences Grade 9 Teaching Plan

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Course of Study in Social Science, Grades One to Six Detroit Public Schools, 1923

Social Studies Teaching

Activities Books Gary Lare, 2006 An annotated listing of activities books for use with social studies curriculums focusing on elementary and middle school grades arranged by curriculum area topic and grade level Includes contact information for publishers and distributors of appropriate books and an index

Resources in Education, 2001-04 *Getting to the Core of Literacy for History/Social Studies, Science, and Technical Subjects, Grades 6-12* Vicky Giouroukakis, Maureen Connolly, 2013-05-06 Literacy it s not just for English teachers anymore The new Common Core English Language Arts Standards aren t just for English teachers Fluent reading and writing are critically important to the study of history social studies science and technical subjects too In this practical resource you ll use teacher tested CCSS based lessons as models and follow the principles of the Backward Design approach to curriculum development to set and meet your goals Each lesson template includes The teaching strategies you ll utilize Ways to incorporate technology and media Variations for differentiation and interdisciplinary connections Links to the work of major educational theorists

Teaching Your Secondary ELLs the Academic Language of Tests r4Educated Solutions, 2011-10-05 A joint publication of Solution Tree and r4 Educated Solutions Teach your English language learners unfamiliar language features before they encounter these words in core content areas and standardized test questions Evidence based teacher friendly lesson plan provide a practical framework for ensuring diverse learners have the same opportunity to achieve This manual also supports content area teachers in providing instruction for content specific language skills Each lesson plan provides background information for the teacher implications for high stakes testing a list of materials academic vocabulary and activities

Pursuing Practical Change Heather Dean, Amber E. Wagnon, 2024-02-27 Today s educators are aware of the need for social emotional learning in their classroom and can share the tenets of a culturally responsive pedagogy However what they lack is the practical strategies for implementation of these pivotal classroom practices Pursuing Practical Change Lesson Designs That Promote Culturally Responsive Teaching is an answer to this need This book goes beyond just providing theory and data but delves into the actual practices needed to be successful in today s classroom Within the chapters of this book both novice and veteran teachers will find support through the lesson plans of practitioners their reflections and various strategies for classroom instruction

Teaching History in the Digital Classroom D. Antonio Cantu, Wilson J. Warren, 2016-09-16 While many methods texts have an add on chapter on technology this book integrates the use of technology into every phase of the teaching profession Filled with decision making scenarios and reflective questions that help bring the material to life it covers the development of teaching technologies developing lesson plans and actual instructional models in history and social studies An appendix provides sample lessons sample tests a list of resources and other practical materials

Education pamphlets, 1913

Resources in Women's Educational Equity, 1979

Resources in Women's Educational

Equity: Special Issue ,1979 **Marx and Education in Russia and China (RLE Edu L)** R Price,2012-05-04 To many education students Russian and or Chinese education is at the same time their introduction to Marxism and many students go no further This book sets the record straight by giving a thorough introduction to the writings of Marx himself as they relate to education It shows what Marxism implies for education as aim method and content It then proceeds to compare educational developments in the former USSR and China in the light of this analysis attempting to answer the question as to how Marxist this has been in the schools and outside them Routledge Library Editions: Education Mini-Set L Sociology of Education Various,2021-06-23 Mini set L Sociology of Education re issues 48 volumes originally published between 1928 and 1990 The books in this mini set discuss Teaching and social change research processes in education class race culture and education marxist perspectives in the sociology of education the family and education the sociology of the classroom and school organization Marx and Education in Russia and China R. F. Price,2011-12-08 To many education students Russian and or Chinese education is at the same time their introduction to Marxism and many students go no further This book sets the record straight by giving a thorough introduction to the writings of Marx himself as they relate to education It shows what Marxism implies for education as aim method and content It then proceeds to compare educational developments in the former USSR and China in the light of this analysis attempting to answer the question as to how Marxist this has been in the schools and outside them **Normal Instructor and Primary Plans** ,1926 The Beginning Teacher John Conrad Almack,Albert Ray Lang,1928 *Primary Education, Popular Educator* ,1927 Secondary Education Charles Birkenshaw Mendenhall,Kenneth John Arisman,1951 **Quarterly Bulletin** Nebraska. State Teachers College, Kearney,1928 *Towards a Learning Culture of Safety and Resilience* UNESCO,UNICEF,2014-11-10 **Research in Education** ,1972-05

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Table of Contents Social Sciences Grade 9 Teaching Plan

1. Understanding the eBook Social Sciences Grade 9 Teaching Plan
 - The Rise of Digital Reading Social Sciences Grade 9 Teaching Plan
 - Advantages of eBooks Over Traditional Books
2. Identifying Social Sciences Grade 9 Teaching Plan
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Social Sciences Grade 9 Teaching Plan
 - User-Friendly Interface
4. Exploring eBook Recommendations from Social Sciences Grade 9 Teaching Plan
 - Personalized Recommendations
 - Social Sciences Grade 9 Teaching Plan User Reviews and Ratings
 - Social Sciences Grade 9 Teaching Plan and Bestseller Lists
5. Accessing Social Sciences Grade 9 Teaching Plan Free and Paid eBooks

- Social Sciences Grade 9 Teaching Plan Public Domain eBooks
- Social Sciences Grade 9 Teaching Plan eBook Subscription Services
- Social Sciences Grade 9 Teaching Plan Budget-Friendly Options
- 6. Navigating Social Sciences Grade 9 Teaching Plan eBook Formats
 - ePub, PDF, MOBI, and More
 - Social Sciences Grade 9 Teaching Plan Compatibility with Devices
 - Social Sciences Grade 9 Teaching Plan Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Social Sciences Grade 9 Teaching Plan
 - Highlighting and Note-Taking Social Sciences Grade 9 Teaching Plan
 - Interactive Elements Social Sciences Grade 9 Teaching Plan
- 8. Staying Engaged with Social Sciences Grade 9 Teaching Plan
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Social Sciences Grade 9 Teaching Plan
- 9. Balancing eBooks and Physical Books Social Sciences Grade 9 Teaching Plan
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Social Sciences Grade 9 Teaching Plan
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Social Sciences Grade 9 Teaching Plan
 - Setting Reading Goals Social Sciences Grade 9 Teaching Plan
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Social Sciences Grade 9 Teaching Plan
 - Fact-Checking eBook Content of Social Sciences Grade 9 Teaching Plan
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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