

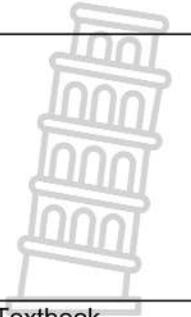


2026 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 9 (TERM 1)

TERM 1	WEEK 1 14 - 16/01/2026	WEEK 2 19 - 23/01/2026	WEEK 3 26 - 30/01/2026	WEEK 4 02 - 06/02/2026	WEEK 5 09 - 13/02/2026	WEEK 6 16 - 20/02/2026	WEEK 7 23 - 27/02/2026	WEEK 8 02 - 06/03/2026	WEEK 9 09 - 13/03/2026	WEEK 10 16 - 20/03/2026	WEEK 11 23 - 27/03/2026
CAPS TOPIC	Development of the self in society										
CONCEPTS, SKILLS AND VALUES	<p>Basic hygiene principles</p> <ul style="list-style-type: none"> Goal-setting skills: Personal lifestyle choices □ Influences on personal lifestyle choices: <ul style="list-style-type: none"> Media Environment Friends and peers Family Culture Religion Community Appropriate responses to influences on personal lifestyle choices: <ul style="list-style-type: none"> Informed decision-making skills: Positive and negative influences Assertiveness skills: Confident and firm decision-making <p>Physical Education</p> <ul style="list-style-type: none"> Participation in activities that improve physical wellness (fitness) level Safety issues relating to fitness activities 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Textbook resources on careers resources on recreational activities Posters Physical Education guidelines COVID-19 e-booklet and posters 										
INFORMAL ASSESSMENT AND REMEDIATION	Homework/classwork/worksheets										
SBA (FORMAL ASSESSMENT)	Written task: 70 marks Physical education task: 30 marks										

2026 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 9 (TERM 2)

TERM 2	WEEK 1 08 - 10/04/2026	WEEK 2 13 - 17/04/2026	WEEK 3 20 - 24/04/2026	WEEK 4 28 - 30/04/2026	WEEK 5 04 - 08/05/2026	WEEK 6 11 - 15/05/2026	WEEK 7 18 - 22/05/2026	WEEK 8 25 - 29/05/2026	WEEK 9 01 - 05/06/2026	WEEK 10 08 - 12/06/2026	WEEK 11-12 17 - 26/06/2026								
CAPS TOPIC	Constitutional rights and responsibilities										World of work			Formal assessment					
CONCEPTS, SKILLS AND VALUES	Basic hygiene principles <ul style="list-style-type: none"> Issues relating to citizens' rights and responsibilities: Respect for others' rights – People living with different disabilities and HIV/AIDS (infected and affected) Celebrations of national and international days: <ul style="list-style-type: none"> Human Rights Day Freedom Day Heritage Day Reconciliation Day Youth Day Worker's Day Women's Day Africa Day Nelson Mandela Day World Refugees' Day National health days Plan and participate in a local celebration of a national day 										<ul style="list-style-type: none"> Constitutional values as stated in the South African Constitution Positive and negative role models Role models for upholding constitutional values: Parents and leaders in the community/society Applying these values in daily life 			<ul style="list-style-type: none"> Options available after completing Grade 9: National Senior Certificate (NSC: Grades 10–12) and National Certificate Vocational (NCV: TVET colleges) qualifications Implications of choices: Choice between NSC and NCV Knowledge of the world of work: Rights, responsibilities and opportunities in the workplace 			<ul style="list-style-type: none"> The form of assessment at the end of Term 2 will be a controlled test based on Term 1 and Term 2's work and a Physical Education task Notes and guidelines for the controlled test are as follows: 		
											Section A: 25 marks	Section B: 25 marks	Section C: 20 marks						
	Physical Education <ul style="list-style-type: none"> Participation in a programme that improves movement techniques and executes a game plan for individual or team sport Safety issues relating to participation in sport 										<ul style="list-style-type: none"> Participation in a programme that improves movement techniques Participation in, and execution of, a game plan for individual or team sport Participation and movement performance in a game plan for individual or team sport that improves movement techniques 			<ul style="list-style-type: none"> Participation in a programme that improves movement techniques Participation in, and execution of, a game plan for individual or team sport Participation and movement performance in a game plan for individual or team sport that improves movement techniques 			<p>All questions are compulsory A source or case study may be used to contextualise the questions The questions should be a combination of three or more types of questions: List, what, why, multiple choice, matching columns and missing words Questions will test understanding and factual knowledge Responses should be short and direct and range from one word to a phrase or a full sentence</p> <p>All questions are compulsory Questions may be short and open-ended, scenario-based, source-based or case study questions Questions should be knowledge based, i.e. include information that learners have acquired from the Life Orientation class Learners should display, present and apply knowledge and skills gained Learners will display an understanding of real-life issues affecting the youth and society at large and advise on possible solutions and demonstrate goal-setting and decision-making skills Learners should provide direct</p> <p>Three 10-mark questions will be set, of which learners will be expected to answer TWO Questions will predominantly focus on the application of knowledge and skills Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue Each question will focus on the specific information or the integration of content A short text/diagram/data/graph/cartoon can be provided as a stimulus</p>		

					responses, full sentences in point form and extended writing in short paragraphs				
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> • Textbook • Resources on careers • Resources on recreational activities • Posters • Physical Education guidelines 	<ul style="list-style-type: none"> • Textbook, • Newspaper articles and resources about sport • Resources on recreational activities • Posters • Physical Education guidelines 	<ul style="list-style-type: none"> • Textbook • Newspaper articles • Resources on recreational activities • Posters • Physical Education guidelines 	Note: Information provided in the texts must be current, up to date, age appropriate and learner- friendly					
INFORMAL ASSESSMENT AND REMEDIATION	Homework/classwork/worksheets								
SBA (FORMAL ASSESSMENT)	Controlled test: 70 marks (Terms 1 and 2 content) Physical Education task: 30 marks								



2026 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 9 (TERM 3)

TERM 3	WEEK 1 21 - 24/07/2026	WEEK 2 27 - 31/08/2026	WEEK 3 03 - 07/08/2026	WEEK 4 11 - 14/08/2026	WEEK 5 17 - 21/08/2026	WEEK 6 24 - 28/08/2026	WEEK 7 31/08 - 04/09/2026	WEEK 8 07 - 11/09/2026	WEEK 9 – WEEK 10 14 - 23/09/2026
CAPS TOPIC	World of work								Health and social and environmental responsibility
CONCEPTS, SKILLS AND VALUES	Basic hygiene principles Career and subject choices: <ul style="list-style-type: none"> Subjects in Grade 10, 11 and 12 Careers related to different subjects Qualities relating to different careers and subjects: Strengths and weaknesses; and interests and abilities Decision-making skills: Steps in choosing subjects relating to interests and abilities and career of interest 	Concept: Volunteerism: <ul style="list-style-type: none"> Individual and community responsibility Different types of volunteer organisations: Contributions of community-based and non- profitable organisations to social and environmental health and sustainable development -Different types of volunteer activities: Helping those less privileged and assisting those affected and infected by HIV/AIDS and terminal illnesses 	Health and safety issues related to violence: <ul style="list-style-type: none"> Common acts of violence at home, school and in the community Reasons that violence occurs in families and communities and among friends and peers Impact of violence on individual and community health and safety Alternatives to violence: Problem-solving skills and managing conflict Protecting oneself and others from acts of violence: Where to find help National health and/or safety promotion programmes 						
									Physical Education
									<ul style="list-style-type: none"> Participation in a programme that improves movement, and refinement of own and peer performance in movement activities Safety issues relating to movement activities
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Textbook Resources on careers Resources on recreational activities E-book for COVID-19 Posters Physical Education guidelines 	<ul style="list-style-type: none"> Textbook Newspaper articles and resources on sport Resources on recreational activities E-book for COVID-19 Posters Physical Education guidelines 	<ul style="list-style-type: none"> Textbook Newspaper articles Resources on recreational activities E-book for COVID-19 Posters Physical Education guidelines 						
INFORMAL ASSESSMENT AND REMEDIATION	Homework/classwork /worksheets								
SBA (FORMAL ASSESSMENT)	Project: 70 marks Physical Education task: 30 marks								

2026 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 9 (TERM 4)

TERM 4	WEEK 1 06 - 09/10/2026	WEEK 2 12 - 16/10/2026	WEEK 3 19 - 23/10/2026	WEEK 4 26 - 30/10/2026	WEEK 5 02 - 06/11/2026	WEEK 6 – 7 09 - 20/11/2026	WEEK 8 - 10 23 - 09/12/2026		
CAPS TOPIC	Constitutional rights and responsibilities		Development of the self in society		World of work		Formal assessment		
CONCEPTS, SKILLS AND VALUES	Basic hygiene principles Contributions of various religions in promoting peace	Sport ethics in all physical activities	<ul style="list-style-type: none"> Challenging situations: Depression, grief, loss, trauma and crisis Causes of depression, grief, loss, trauma and crisis Counterproductive coping techniques: Using alcohol and drugs 	<ul style="list-style-type: none"> Study and career funding providers 	Plan for own lifelong learning: Goal-setting for lifelong learning	<p>Notes on or guidelines for final examinations:</p> <ul style="list-style-type: none"> The form of assessment at the end of Term 4 will be an examination based on Term 3 and 4's work and a Physical Education task Notes and guidelines for the examination are as follows: 			
	Physical Education		<ul style="list-style-type: none"> Participation and refinement of own performance in an outdoor recreational activity Safety issues relating to participation in recreational activities 		<p>Section A: 25 marks</p> <p>All questions are compulsory</p> <p>A source or case study may be used to contextualise the questions</p> <p>The questions should be a combination of three or more types of questions: List, what, why, multiple choice, matching columns and missing words</p> <p>Questions will</p> <p>Responses should be short and direct and range from one word to a phrase or a full sentence</p> <p>Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs</p>	<p>Section B: 25 marks</p> <p>All questions are compulsory</p> <p>Questions may be short and open-ended, scenario-based, source-based or case study questions</p> <p>Questions should be knowledge based, i.e. include information that learners have acquired from the Life Orientation class</p> <p>Learners should display, present and apply knowledge and skills gained</p> <p>Learners will display an understanding of real-life issues affecting the youth and society at large and advise on possible solutions and demonstrate goal-setting and decision-making skills</p> <p>Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs</p>	<p>Section C: 20 marks</p> <p>Three 10-mark questions will be set, of which learners will be expected to answer TWO</p> <p>Questions will predominantly focus on the application of knowledge and skills. Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue</p> <p>Each question will focus on the specific information or the integration of content. A short text/diagram/data/graph/cartoon can be provided as a stimulus</p>		
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Textbook Resources on careers Resources on recreational activities E-book for COVID-19 Posters Physical Education guidelines 	<ul style="list-style-type: none"> Textbook Newspaper articles and resources on sport Resources on recreational activities E-book for COVID-19 Posters Physical Education guidelines 							
INFORMAL ASSESSMENT AND REMEDIATION	Homework/classwork/worksheets								
SBA (FORMAL ASSESSMENT)	Examination: 70 marks (Terms 3 and 4 Content) Physical Education task: 30 marks								

