




|  |  |                                    |   |      |  |
|--|--|------------------------------------|---|------|--|
| SCHOOL   | THULISA PRIMARY SCHOOL   | GRADE                              | 4   |      |  |
| TEACHER  | MONDLANEJ  | PERIOD NO.                         | 4   |      |  |
| DATE   |  | GEOGRAPHY                          |   |      |  |
| TOPIC  | Communication through time   | RESOURCES:                         | collect different cell phone pictures and bring it to class |      |  |
| SPECIFIC AIMS  | 1. Select relevant information.<br>2. Writing history in an organized way.   | ASSESSMENT<br>(FORMAL OR INFORMAL) |   |      |  |
| CONTENT TO BE TAUGHT   | The history of the computers and the internet<br>How other forms of communication changed the computers and the internet.  |                                    |   |      |  |
| Teachers activity<br>Starting topic by asking learner that the know whatsapp and face book<br>Internet allows computers to share information.<br>The internet allow people to find out about almost anything<br>Cell phone is device that allow you to phone to people, send SMSs , play music, play games, take pictures and make video | <u>Class-Activity</u>  | FORM                               | METHOD  | TOOL |  |
|  | Internet<br><br>1. List five importance of internet in our lives<br>➤ Cellphone banking<br>➤ Social media<br>➤ Downloading music<br>➤ Downloading software<br>➤ Download YouTube video<br>➤ Doing research on internet<br>➤ Registering online on GDE  | Informal Activity                  | Written Work  | Memo |  |
|  | <u>Class-Activity</u>  | Informal Activity                  | Written Work  | Memo |  |
|  | Cell phone<br>1. Name one of the inventors of the first cell phone.<br>2. Name two differences between the first cell phone and modern cell phones.<br>3. List all the services modern cell phone can do.<br>➤ Phone people<br>➤ Send SMSs<br>➤ Send email<br>➤ Play games<br>➤ Google to internet<br>➤ Taking picture by using camera and video<br>➤ Voice recorder<br>➤ Listen to music and watch television<br> |                                    |   |      |  |
| HOME-WORK<br>Learner collect pictures of different cell phone old cell phone and modern cell phone   | Inclusivity<br>Help learners with barriers to learning by asking groups to brainstorm a number of questions in this lesson.  |                                    |   |      |  |

# Lesson Plan Gradelife Sciences Gauteng Department

**Nic Spaull, Jonathan D. Jansen**



## **Lesson Plan Gradelife Sciences Gauteng Department:**

**South African Schooling: The Enigma of Inequality** Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people's future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

**XXX International Congress of Psychology: Abstracts** Michele Robert, 2017-10-03 The abstracts of the XXX International Congress of Psychology July 2012 Cape Town are published as a supplement to Volume 47 of the International Journal of Psychology The published volume includes the abstracts of the invited addresses symposia oral and poster presentations numbering over 5 000 separate contributions and creating an invaluable overview of the discipline of psychological science around the world today Questions and Replies of the National Assembly South Africa. Parliament (1994- ). National Assembly, 2002 Bulletin South African Association for Marine Biological Research, 2007 Study and Master Life Sciences Grade 12 Teacher's Book Annemarie Gebhardt, Peter Preethlall, Sagie Pillay, Philip Van Rensburg, 2007-08-31 Study Master Life Sciences was developed by practising teachers and

covers requirements per RNCS      **Mind the Gap!** Alfie Bouwer, Julia Grey, Reneé Ferreira, South Africa. Department of Basic Education, 2012      **Life Science Lesson Plans** ,2014      **Science of Life: Biology Parent Lesson Plan** ,2013-08-01

The Science of Life Biology Course Description This is the suggested course sequence that allows one core area of science to be studied per semester You can change the sequence of the semesters per the needs or interests of your student materials for each semester are independent of one another to allow flexibility Semester 1 Intro to Science Have you ever wondered about human fossils cave men skin color ape men or why missing links are still missing Want to discover when T Rex was small enough to fit in your hand Or how old dinosaur fossils are and how we know the age of these bones Learn how the Bible's world view not evolution's unites evidence from science and history into a solid creation foundation for understanding the origin history and destiny of life including yours In Building Blocks in Science Gary Parker explores some of the most interesting areas of science fossils the errors of evolution the evidences for creation all about early man and human origins dinosaurs and even races Learn how scientists use evidence in the present how historians use evidence of the past and discover the biblical world view not evolution that puts the two together in a credible and scientifically sound way Semester 2 Life Science Study clear biological answers for how science and Scripture fit together to honor the Creator Have you ever wondered about such captivating topics as genetics the roll of natural selection embryonic development or DNA and the magnificent origins of life Within Building Blocks in Life Science you will discover exceptional insights and clarity to patterns of order in living things including the promise of healing and new birth in Christ Study numerous ways to refute the evolutionary worldview that life simply evolved by chance over millions of years The evolutionary worldview can be found filtered through every topic at every age level in our society It has become the overwhelmingly accepted paradigm for the origins of life as taught in all secular institutions This dynamic education resource helps young people not only learn science from a biblical perspective but also helps them know how to defend their faith in the process      *Life Science: Origins & Scientific Theory Parent Lesson Plan* ,2013-08-01

How to use this lesson planner This course is intended to help a student assess information about evolution and creation and based on the information provided for each form his or her own understanding of this issue The author spent 30 years in a challenge to prove evolution yet the more he learned the more the truth of God's Word became apparent in the evidence and interviews he found while travelling the world speaking to scholars museum officials and viewing artifacts While originally designed for classroom use this course represents substantial value and flexibility for those who choose to home educate The content and organization of the teacher manual means that this course can be used by more than one student at a time or even multiple times for a single student without reusing course testing materials Chapter Objectives These are presented in a way that is perfect for students to answer in a notebook having students copy the question and then answer in the notebook is even more helpful by putting the question and answer in proximity and context These notes in combination with the chapter tests are excellent resources for preparing for sectional

tests if given or a final exam at the end Chapter objective can be shared with a student or students and then kept in a binder for future use if needed Students are also encouraged to keep these questions and answers for pre test studying Chapter Exams For each chapter an A B and C test is provided in the teacher s manual Here is how you can extend your use of this material Option 1 You can follow the instructions in the book which are designed for one student Or you can modify one of the following options for your student and still have enough course materials to use the course multiple times Option 2 You could have up to three students taking the course at the same time with each student having different tests if you assign each Test A to one student Test B to another and Test C to a third This insures each student has a different test and educators can better assess each student s individual understanding of the material at each point Alternate sectional and final exams are included in this manual for your convenience Option 3 Adjust the testing and materials to your educational program For example each chapter test could be used as additional worksheet material for one or more students with only the included sectional exams to be administered Or even just use a final exam for testing comprehension of material if you wish to assign several essays project or a term paper based on individual questions of your choice from the exams and objectives or based on a chapter topic This option would allow for additional writing and research opportunities and for some students while engaging them more fully in comprehension and application of knowledge for this educational material Sectional Exams If used for a single student a combination of B tests from the teacher s manual form the basis of a sectional exam Alternate sectional exams are included in this package to give you added flexibility in using this course per your own educational program needs whether are teaching one or multiple students at one time or for future use Final Exam C tests form a 190 page final exam if you are using the book per its instructions If you are choosing one of the alternate options discussed you will find an alternate final exam in this packet for your convenience

### **Study and Master Life Sciences Grade 12**

**Learner's Book** Annemarie Gebhardt,Peter Preethlall,Sagie Pillay,Philip van Rensburg,Bridget Farham,John Almond,2010-08-31 Study Master Life Sciences Grade 12 2nd Edition meets the requirements of the National Curriculum Statement for Life Sciences **The Science of Life: Biology Parent Lesson Planner** Master Books,2013-08-01 This Science of Life Biology contains materials for use with Building Blocks in Science and Building Blocks in Life Science Features Each suggested weekly schedule has three easy to manage lessons which combine reading worksheets and vocabulary building Designed to allow your student to be independent materials in this resource are divided by section so you can remove quizzes tests and answer keys before beginning the coursework As always you are encouraged to adjust the schedule and materials as you need to in order to best work within your educational program Workflow Students will read the pages in their book and then answer the questions at the end of each chapter Tests are given at regular intervals **Life Science (CHC Edition) Daily Lesson Plans** Theresa Johnson,2014-04-30 *Advanced Pre-Med Studies Parent Lesson Planner* Master Books,2013-08-01 This Advance Pre Med Studies contains materials for use with Exploring the History of

Medicine The Genesis of Germs Body by Design and Building Blocks in Life Science Features Each suggested weekly schedule has three easy to manage lessons which combine reading worksheets and vocabulary building Designed to allow your student to be independent materials in this resource are divided by section so you can remove quizzes tests and answer keys before beginning the coursework As always you are encouraged to adjust the schedule and materials as you need to in order to best work within your educational program Workflow Students will read the pages in their book and then complete each worksheet Tests and quizzes are given at regular intervals with space to record each grade [Science Lesson Plan](#)

Gullybaba Com Panel,2013-03-05 **Life Sciences Self Study Guide 1** Arnold M. Johannes,2022 [Life Sciences](#) Alfie Bouwer, **Life Sciences for All** ,2006 *Glencoe Science* Glencoe/McGraw-Hill,McGraw-Hill Staff,2003-01-01

**Hands-On - Life Science: Food Chains Gr. 1-5** George Graybill,2017-01-01 This is the chapter slice Food Chains Gr 1 5 from the full lesson plan Hands On Life Science Spark curiosity in this great big world of ours by discovering how everything works and lives together with our Hands On Life Science resource for grades 1 5 Combining Science Technology Engineering Art and Math this resource aligns to the STEAM initiatives and Next Generation Science Standards Dive right in by getting a firsthand look at ecosystems and building your own terrarium Make information sheets for plants and animals complete with hand made drawings Design your own food chain while grasping the knowledge about producers consumers and decomposers See what traits you inherited from your parents while learning about different adaptations Learn about life cycles by studying a caterpillar s marvelous transformation into a butterfly Explore your own brain with memory games and tracking your heart rate and dreams while you sleep Each concept is paired with hands on experiments and comprehension activities to ensure your students are engaged and fully understand the concepts Reading passages graphic organizers before you read and assessment activities are included **Prentice Hall Life Science** Elizabeth Coolidge-Stoltz,Michael J. Padilla,Ioannis Miaoulis,Martha Cyr,2005\* This teacher resource book includes lesson plans color transparencies guided reading and study tests laboratory safety lab worksheets and lab activities

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