

GRADE	10	SUBJECT	Life Sciences	WEEK	34 (Lesson 1)	TOPIC	Biodiversity and classification
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LESSON SUMMARY FOR:	DATE STARTED:	DATE COMPLETED:	TIME: 75 MIN
LESSON OBJECTIVES	<p>Content: p. 36 (CAPS). Biodiversity and Endemism</p> <p>The learners must be able to:</p> <ul style="list-style-type: none"> • Define explain key terms e.g. Biodiversity, endemism, indigenous, exotic • Recognise the extent of biodiversity and endemism in Southern Africa • Interpret data on biodiversity and endemism 		

TEACHER ACTIVITIES	LEARNER ACTIVITIES	TIMING	RESOURCES NEEDED
<p>Teacher direct instruction</p> <p>Discussion</p> <p>1. Introduction</p> <ul style="list-style-type: none"> • Ask learners to name living organisms that they know. • Use the list provided by learners and add on so examples from each of the five kingdoms are included (animals, plants, fungi, bacteria and protists). • Use this list as the starting point when defining biodiversity. 	<ol style="list-style-type: none"> 1. Individual work: learners to answer questions. 2. Individual work: learners read case study on Succulent Karoo and answer questions. 3. Learners to compare data and answer questions from activity. 4. Pair work: learners discuss the questions and write down notes on ideas that they have. 	5 min	Text books: Focus on Life Science 10 (NCE); Oxford Successful Life Sciences 10; Understanding Life Sciences 10; Shuter Life Sciences.

Life Sciences Caps Lesson Plans

Yusef Waghid



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Proceedings of the International Conference on Education Research Reza Hosseini, Self-Directed Learning for the 21st Century: Implications for Higher Education Elsa Mentz, Josef de Beer, Roxanne Bailey, Per B. Bergamin, Chantelle Bosch, Adri du Toit, Roelien Goede, Aubrey Golightly, David W. Johnson, Roger T. Johnson, Corné Kruger, Dorothy Laubscher, Anita Lubbe, Jako Olivier, Christo van der Westhuizen, Sukie van Zyl, 2019-12-12 This book is devoted to scholarship in the field of self directed learning in the 21st century with specific reference to higher education The target audience of the book includes scholars in the field of self directed learning and higher education The book contributes to the discourse on the quality of education in the 21st century and adds to the body of scholarship in terms of self directed learning and specifically its role in higher education Although all the chapters in the book directly address self directed learning the different foci and viewpoints raised make the book a rich knowledge bank of work on self directed learning *Self-directed learning research and its impact on educational practice* Elsa Mentz, Roxanne Bailey, 2021-05-17 This scholarly book is the third volume in an NWU book series on self directed learning and is devoted to self directed learning research and its impact on educational practice The importance of self directed learning for learners in the 21st century to equip themselves with the necessary skills to take responsibility for their own learning for life cannot be over emphasised The target audience does not only consist of scholars in the field of self directed learning in Higher Education and the Schooling sector but includes all scholars in the field of teaching and learning in all education and training sectors The book contributes to the discourse on creating dispositions towards self directed learning among all learners and adds to the latest body of scholarship in terms of self directed learning Although from different perspectives all chapters in the book are closely linked together around self directed learning as a central theme following on the work done in Volume 1 of this series **Self Directed Learning for the 21st Century Implications for Higher Education** to form a rich knowledge bank of work on self directed learning **Harcourt Science: Teacher's ed., life science units A and B**, 2005 **Official Gazette of the United States Patent and Trademark Office**, 2008 *Educational Technology and Pedagogic Encounters* Yusef Waghid, 2016-07-15 This book looks at some of the underlying theories of educational technology means and ways in which this technology is guided in practice ends The authors are intent on producing ends that prepare students to undertake new analyses and evaluations that can result in new possibilities for democratic action Emphasis is on their understanding of and position within educational technology as opposed to using or applying educational technology The work is not written from the point of view that their embeddedness within educational technology has a utilitarian end in mind but rather that their situatedness within educational technology a practice in itself leaves open possibilities for new ways of understanding democratic education This book is organised into six interrelated themes that work towards the cultivation of educational technology as a human practice which guides pedagogic encounters on the basis of taking risks in relation to which the unexpected unimaginable is

always possible *Science Teacher Education for Responsible Citizenship* Maria Evagorou, Jan Alexis Nielsen, Justin Dillon, 2020-03-23 This edited book aims to provide a global perspective on socioscientific issues SSI responsible citizenship and the relevance of science with an emphasis on science teacher education The volume with more than twenty five contributors from Africa North and South America Asia Australasia and Europe focuses on examples from in and pre service teacher training The contributors expand on issues related to teachers beliefs about teaching SSI teachers challenges when designing and implementing SSI related activities the role of professional development both in pre and in service teacher training in promoting SSI the role of the nature of science when teaching SSI promoting scientific practices through SSI in pre service teaching and the role of indigenous knowledge in SSI teaching Finally the book discusses new perspectives for addressing SSI in teacher education through the lens of relevance and responsible citizenship **Bowker's Complete Video Directory** ,2000 *Dirt-Cheap Science* Esther Weiner, 1992-05 Provides activity programs and background information for life earth and physical science curriculum For grades 1 4 *Using Live Insects in Elementary Classrooms for Early Lessons in Life* ,1993 **WALSAA** Wisconsin Agricultural and Life Sciences Alumni Association, 1987 *Bulletin of the Education Section* ,1949 **The Training School Bulletin** ,1916 *Training School Bulletin* General Assembly's Training School for Lay Workers (Richmond, Va.), 1916 **Primary Plans** Elizabeth P. Bemis, 1911 Normal Instructor and Primary Plans ,1914 Popular Science Monthly ,1927 El-Hi Textbooks and Serials in Print ,2006 The Popular Science Monthly ,1921 *Popular Science Monthly and World's Advance* ,1921

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