

NATURAL SCIENCES

Gr. 9 - LESSON PLAN - MATTER & MATERIALS

TOPIC: COMPOUNDS		
Sub-topic: Names of Compounds		Duration: 1 Hour
CONTENT & CONCEPTS (CAPS p63)		
KEY CONCEPTS		
<ol style="list-style-type: none"> 1. Chemical reaction 2. Chemical formula 3. Names of compounds according to their elements. 		
Specific Aims:	Specific Aim 1: 'Doing Science' Specific Aim 2: 'Knowing the subject content and making connections' Specific Aim 3: 'Understanding the uses of Science'	<input checked="" type="checkbox"/> X <input checked="" type="checkbox"/> X
LESSON OBJECTIVES:		
	<ol style="list-style-type: none"> 1. Learners will be able to write the names of compounds as indicated on page 63 of the CAPS Document. 2. Learners will be able to make models of different compounds. 	
RESOURCES REQUIRED:		
	<ul style="list-style-type: none"> • Periodic Table Poster • Siyavula Sasol Izolilo (Learner book) page 163 	
TEACHING & LEARNING ACTIVITY:		
<p>Introduction: <u>Briefly review and revise concepts dealt with in Grade 8, focusing on compounds.</u></p> <p>As each element has a unique name for example:</p> <ul style="list-style-type: none"> - Hydrogen - Lithium <p>Remember the first 20 elements learnt in grade 8. How did you memorize them? Do you remember Mnemonics...</p> <p>He - H; He - He; Likes - Li; Because - Be; Boys - B; Can - C; Not - N; Operate - O; Fireplaces - F;</p> <p>New - Ne; Nation - Na; Might - Mg; Also - Al; Sign - Si; Peace - P; Security - S; Clause - Cl;</p> <p>A - Ar; King - K; Can - Ca</p> <p>LEARNERS MAY RECITE THIS MNEMONIC AS A WAY OF MEMORIZING THE FIRST 20 ELEMENTS.</p> <p>The teacher provides the following explanation to the learners</p> <p>Each compound has a unique name. How is a compound formed?</p> <ul style="list-style-type: none"> - A compound is formed when TWO or more different elements combine chemically. - Each atom in a compound are held by chemical bonds - Compounds are formed during chemical reaction (when elements/ compounds combine to form new substances) - Each compound can be written as a formula, for example, H_2O; $NaCl$; $CuSO_4$ <p>What is a formula?</p> <ul style="list-style-type: none"> - This is a notation that shows which elements the compound is made up of. - It indicates the total number of atoms in one unit of the compound - It indicates the ratio in which atoms of different elements are bonded to each other - It gives the total number of atoms in one unit of a compound. <p>For example, the formula for Copper Sulphate is $CuSO_4$.</p>		

Natural Science Caps Lesson Plan

AW Rasmussen

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Handbook of Research on Inclusive and Accessible Education Maguvhe, Mbulaheni Obert, Mpya, Nwacoye Gladness, Sadiki, Marubini, Christinah, 2024-02-16 In the vast expanse of education a pervasive issue remains in the marginalization and lack of visibility of individuals with disabilities. Despite a strong desire for inclusivity recent research suggests that fewer than 5% of children with disabilities in 51 countries across sub Saharan Africa and South Asia are enrolled in primary school. This exclusion is not solely in enrollment numbers even those who manage to attend face learning environments ill equipped to adapt to their needs leading to further isolation. Girls with disabilities in particular endure heightened vulnerability to abuse reflecting a systemic failure to provide an environment that fosters equality, dignity and respect for all. The Handbook of Research on Inclusive and Accessible Education emerges as an inspiration for change providing a profound solution to the persistent issue of exclusion. The book encapsulates a collective effort to reimagine education. It advocates for a paradigm shift moving away from the confinement of special schools and towards inclusive mainstream settings. By addressing controversies, sharing successes and outlining prospects the book serves as a comprehensive guide for special school governing bodies, curriculum advisors, university lecturers and all stakeholders committed to reshaping education.

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.

Education and climate change Samantha Govender, Mncedisi C Maphalala, Dumisani W. Mncube, 2025-06-15 The book highlights the critical yet often overlooked role of education in combating climate change. It advocates for a transformative educational framework that integrates social emotional learning and interdisciplinary collaboration. Traditional education which focuses solely on factual knowledge is deemed insufficient. Instead education should foster empathy, provide hands on experiences and encourage active engagement in climate solutions. The book outlines various ways education can drive climate action such as raising awareness, preparing individuals for green jobs, empowering communities and fostering innovation in higher education. It

highlights the interconnectedness of climate change and education particularly for marginalised populations showing how quality education can enhance both mitigation and adaptation strategies while supporting Sustainable Development Goal SDG 4 and SDG 13 Key chapters discuss successful initiatives such as the Keep it Cool Climate Change Education KIC CCE project in South Africa and offer strategies for integrating climate change education into subjects like Natural Sciences and Geography Ultimately the book positions education as a strategic tool for promoting sustainable development and building climate resilience New research findings presented in the book connect education to climate change highlighting education as both a tool to address climate issues and a domain affected by these issues The book integrates empirical evidence innovative theories and practical examples to ensure intellectual integrity and academic rigour It introduces a unique framework that emphasises social emotional learning action oriented teaching and interdisciplinary collaboration Case studies such as the KIC CCE initiative in South Africa illustrate these concepts The book critiques traditional models and advocates for transformative approaches to climate education aligning with SDG 4 Quality Education and SDG 13 Climate Action It also highlights the significance of teacher preparedness community empowerment gender equality and innovation providing valuable insights for scholars policymakers and practitioners addressing the climate crisis [From Pedagogy to Quality Assurance in Education](#) Heidi Flavian,2020-09-28 In an increasingly global world it is more important than ever that educators are equipped to respond to the needs of international student cohorts This book is a fruitful resource for researchers educators and others who wish to develop new approaches and educational models to contribute to the efficient process of learning

Resources in Education ,1975 [Armand Bayou Watershed Plan](#) ,2006 **Annual Report** South Africa. Department of Basic Education,2016 [Restructuring Teacher Education](#) Stanford K. Siders,1977 [Children's](#)

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Geography Heidi Hayes Jacobs,Brenda Randolph,Michal LeVasseur,2001 **Library of Congress Catalogs** Library of Congress,1973 **CAPS Multi-disciplinary Journal** ,2012-06 [The Builder](#) ,1883 **Newsletter - Association for**

Asian Studies Association for Asian Studies,1979 **Lunar and Planetary Science** , **Nature** Sir Norman Lockyer,1873

Natural Science Caps Lesson Plan Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has been more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Natural Science Caps Lesson Plan**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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