

SOCIAL SCIENCES (PST10E)

ASSIGNMENT 02: OPTIONAL

UNIQUE NUMBER: 645224

DUE DATE: 22 SEPTEMBER 2017

QUESTION 1

Lesson plan

CAPS Phase: senior phase	Subject: Social Sciences	
Topic: Land pollution	Lesson theme: Pollution	
lesson aims: -to make learners aware of land pollution causes and effect and be able to prevent it.	Learners must be able to: -learners are able to define land pollution - know the cause, health harm and effect of land pollution -knowing the skills of preventing/stop water pollution	
Content: - Definition of land pollution - Learning about the importance of saving lives - the effect and causes of land pollution - finding solution to the problems of land pollution Textbook: platinum social sciences grade 8 - Google, Wikipedia.	Context: -I would teach in rural area in learners coming from poor or unstable families. -there are more barriers in rural areas because there no shopping malls thus cannot acquire that are needed in school. -most of rural learners are not well-developed and unable to think quickly of solutions regarding pollution as they do not have much information about it.	
Teaching activities	Learners activities	Resources
-A teacher will first explain what does land pollution mean to learners -write notes and information on the chalkboard or any writing board in the classroom	- learners will be making charts in land pollution discussing the causes, effects and solution	- dictionary -chalkboard and writing board -internet Textbook -papers

<p>-teacher will ask the following questions:</p> <ul style="list-style-type: none"> - What is land pollution? - How is land pollution caused? - What are the main components found in the land? - How can land pollution be detected? - How can we reduce land pollution in the environment we live? - Why land pollution is important in our lives? - What can we do to save it? 	<p>-learners will use (papers, glue, scissors, charts, boards etc)</p> <p>-they will be allocated as group of six members per group</p> <p>- they will be presenting the causes, effects, and solutions of land pollution</p>	<p>-scissors</p> <p>-glue</p> <p>Chart board</p> <p>-drawing pencils and pens</p>
<p><u>Assessment tasks</u></p> <p>Formative assessment: a teacher will go through what all learners presented in a classroom. Teacher will further discuss the advantages and solutions of how to solve land pollution problem</p> <p>Summative assessment: learners will write classroom test about land pollution causes, effects and solutions.</p>		
<p><u>Homework work</u></p> <p>Learners will be asked to do land pollution project. Whereby they will be making each a project whereby they will be drawing or pasting pictures of land that is polluted, pictures of people who are sick due to the sickness caused by the pollution, pictures of solution that can be overcome by this disease caused by this pollution.</p>		
<p><u>Teacher reflection</u></p> <p>As the teacher I was very proud to educate learners on how to keep the environment clean and save the land from being polluted.</p>		

QUESTION 2

2.1 land pollution 2017 article

Land pollution is a results of dumping garbage, waste, and other toxins making the land contaminated or polluted. The source of land pollution comes from the human element such as littering, and waste washed ashore from boats, oil rigs, and sewage outlets.

- a. What is land pollution? (2)

- Is the deterioration of the earth's land surfaces, often directly or indirectly as a result of man's activities and their misuse of land resources.
- b. How land pollution is caused? (3)
 - When people are littering, waste ashore from boats, oil rigs, and sewage outlets.
- c. Briefly discuss how can we reduce land pollution in our environment (5)
 - Stop littering
 - Stop letting our sewage outlet
 - Volcanic eruption
 - Faulty agricultural practice
 - Acid rain
 - Toxic chemicals littering
 - Earthquakes (any relevant answer)
- d. Name four (4) sources of land pollution that comes from human elements. (4)
 - Littering
 - Waste ashore from boats
 - Oil rigs
 - Sewage outlets
- e. Briefly explain in paragraph of six (6) lines on how land is important in our lives. (6)
 - Agricultural use
 - Property development
 - Shelter development
 - Easy travelling
 - Plants and animals survival
 - Building beautiful things on the land and attract tourists
 - Increase our economy by planting and keep live stock (any relevant answer)

TOTAL (20)

2.2.

2.3. - It fosters trans-disciplinary inquiry, thereby eliminating division between subjects

- It employs meta-learning and in this way. Learning is reinforced in different disciplines

2.4. -size of the class

- Learners age

- Aim of the lesson

2.5 TABLE

	GEOGRAPHY	HISTORY
Descriptive skills	Learners can be given a picture of a country and be expected to outline or describe its economic standings as compared to other countries	Learners may be given a picture of Walter Sisulu and be requested to describe the contribution in the freedom of South Africa
Social skills	Learners can be given a topic, as a group and be asked to write notes on it e.g. latitudes	Learners may be given a project as a group and be asked to do research on it, e.g. the effect of the first world war
Schematic skills	Learners can be asked to systematically sketch geographical events that led to the demarcation of the nine provinces of South African	Learners may be asked to give chronological events surrounding the second world war
Skills in synthesis	Learners may be given a text on climatic condition of a particular country and requested to summarise and organise it in a coherent whole so as to gain a complete picture of the entire phenomenon	Learners may be given a text/newspaper cutting on the life history of Mandela, Mbeki, Tambo and be asked to summarise the highlights to his life events.
Reading research skills	Learners may be requested to describe a geographical concept e.g. equator and asked to consult different sources and fully discuss	Learners may be requested to trace the causes of the battle of the blood river by reading widely and

	its importance and location	compiling notes on this topic
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2.6. - The teacher must plan lessons which are interactive, and learner orientated. The content must be linked to present day issues, to create relevance and a sense of understanding of the different interrelationships between Phenomena. Ask pertinent questions that would make the child think, and realise different perspectives. Include hands-on activity which generate fun and alleviate boredom. Link content to the other subjects taught at school. Create brain-gym activities related to the content. Highlight cause and effect examples to create realisation of the importance of researched decision making. Offer variety in teaching methods, and facilitate debates and discussions on pertinent issues relating to the content. Motivate expansion of knowledge by creating varied interests which require research on the topic.