

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	Content: p. 36 (CAPS). Biodiversity and Endemism The learners must be able to: • 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
Teacher direct instruction Discussion 1. Introduction • 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.	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

**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,Anitia
Lubbe,Jako Olivier,Christo van der
Westhuizen,Sukie van Zyl**

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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

Harcourt Science: Teacher's ed., life science units A and B, 2005

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

Official Gazette of the United States Patent and Trademark Office, 2008

Education in a New South Africa Robert J. Balfour, 2015-09-24 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education

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

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

Becoming a teacher Josef de Beer, 2020-12-31 This book disseminates original research on learning in and from practice in pre service teacher education Authors such as Lederman and Lederman describe the student teaching practicum or work integrated learning WIL which is an essential component of pre service teacher education as the elephant in the room These authors note that the capstone experience in any teacher education programme is the student teaching practicum after all this is where the rubber hits the road However many teacher educators will agree that this WIL component is sometimes very insufficient in assisting the student teacher to develop their own footing and voice as a teacher This is the gap that this research book addresses Most of the chapters in the book report empirical data with the exception of two chapters that can be categorized as systematic reviews WIL is addressed from

various angles in the chapters Chapter 6 focuses on research related to what makes Finnish teacher education so effective and in Chapter 4 researchers of the University of Johannesburg disseminate their findings on establishing a teaching school based on Finnish insights in Johannesburg Chapter 3 highlights the challenges faced in open and distance learning teacher education contexts Several of the chapters disseminate research findings on alternative interventions to classic WIL namely where safe spaces or laboratories are created for student teachers to learn and grow professionally These could either be simulations such as software programmes and avatars in the intervention described in Chapter 2 student excursions as the findings in chapters 5 7 and 10 portray or alternative approaches to WIL e g Chapters 11 and 12 The book is devoted to scholarship in the field of pre service teacher education The target audience is scholars working in the fields of pre service teacher education work integrated learning and self directed learning The book makes a unique contribution in terms of firstly its extensive use of Cultural Historical Activity Theory as a research lens and secondly in drawing on various theoretical frameworks Both quantitative and qualitative research informed the findings of the book

Human Aspects of Information Security and Assurance Nathan Clarke, Steven Furnell, 2024-11-27 The two volume set IFIP AICT 721 722 constitutes the proceedings of the 18th IFIP WG 11 12 International Symposium on Human Aspects of Information Security and Assurance HAISA 2024 held in Skövde Sweden in July 9 11 2024 The 39 full papers presented were carefully reviewed and selected from 55 submissions The papers are organized in the following topical sections Part I Management and Risk Social Engineering Technical Attacks and Defenses Usable Security Part II Awareness and Education Privacy

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