

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'	X
	Specific Aim 2: 'Knowing the subject content and making connections'	X
	Specific Aim 3: 'Understanding the uses of Science'	
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 Inzalo (Learner book) page 163 		
TEACHING & LEARNING ACTIVITY: Introduction <u>Briefly review and revise concepts dealt with in Grade 8, focusing on compounds</u> As each element has a unique name for example: <ul style="list-style-type: none"> - Hydrogen - Lithium Remember the first 20 elements learnt in grade 8. How did you memorize them? Do you remember Mnemonics... He - H; He - He; Lies - Li; Because - Be; Boys - B; Can - C; Not - N; Operate - O; Fireplaces - F; New - Ne; Nation - Na; Might - Mg; Also - Al; Sign - Si; Peace - P; Security - S; Clause - Cl A - Ar; King - K; Can - Ca LEARNERS MAY RECITE THIS MNEMONIC AS A WAY OF MEMORIZING THE FIRST 20 ELEMENTS. <u>The teacher provides the following explanation to the learners</u> Each compound has a unique name. How is a compound formed? <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, H₂O; NaCl; CuSO₄ What is a formula ? <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. For example, the formula for Copper Sulphate is CuSO ₄		

Natural Sciences Caps Lesson Plan Grade 9

Didier Musso



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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 **Quality education**

Muchativugwa L. Hove, Martha Matashu, 2021-11-30 This book investigates the intersections between education social justice gendered violence and human rights in South African schools and universities The rich and multifarious tapestry of scholarship and literature emanating from South African classrooms provides a fascinating lens through which we can understand the complex consequences of the economies of education social justice imperatives gendered violence in the lives of women and children and marginalised communities The scholarship in the book challenges readers to imagine alternative futures predicated on the transformational capacity of a democratic South Africa Contributors to this volume examine the many ways in which social justice and gendered violence mirror express project and articulate the larger phenomenon of human rights violations in Africa and how in turn the discourse of human rights informs the ways in which we articulate interrogate conceptualise enact and interpret quality education The book also wrestles with the linguistic contradictions and ambiguities in the articulation of quality education in public and private spaces This book is essential reading for scholars seeking a solid grounding in exploring quality education the instances of epistemic disobedience the political implications of place and power and human rights in theory and practice Annual Report South Africa. Department of Basic

Education, 2016 **Primary Plans** Elizabeth P. Bemis, 1911 **Resources in Education**, 1982 *Masixhase abantwana bakwazi ukufunda nokubhala - Let us enable our children to read and write* Stofile Sindiswa & Nomlomo Vuyokazi, Nkomo, Sibhekinkosi, Anna, Magxala, Xoliswa, Patience, Mawela, Rethabile, Mudzielwana, Ndileleni, Magadla, Noluthando, Nondalana, Nomfundo, Kosi, Tembisa, Foncha, J.W., Linake, M.A. & Abongdia, J.A., Sigcau, Eurika, Nompucuko, Kemende, Wunseh, Quinta, McCarthy, Karen, Gxowa-Dlayedwa, Ntombizodwa, 2020-03-31 This book advances knowledge and scholarship on reading and writing by applying both theoretical and practical means of enhancing early literacy development at school level and in our communities The uniqueness of the book lies in its inclusive approach to accommodate a variety of readers including language and literacy teachers practitioners and scholars It uses two languages namely English and isiXhosa to

address some of the critical issues on literacy teaching and learning and to disseminate knowledge to a diverse readership including parents students teachers and other relevant stakeholders who are committed to making a difference in the teaching and learning of literacy in different languages The aim is to transform and enrich discourse on language and literacy development which is predominantly in English and does not include African languages that are also used as the main languages of learning and teaching in the Foundation Phase Grades R 3

Drawing for Science Education Phyllis Katz, 2017-03-23 This book argues for the essential use of drawing as a tool for science teaching and learning The authors are working in schools universities and continual science learning CSL settings around the world They have written of their experiences using a variety of prompts to encourage people to take pen to paper and draw their thinking sometimes direct observation and in other instances their memories The result is a collection of research and essays that offer theory techniques outcomes and models for the reader Young children have provided evidence of the perceptions that they have accumulated from families and the media before they reach classrooms Secondary students describe their ideas of chemistry and physics Teacher educators use drawings to consider the progress of their undergraduates understanding of science teaching and even their moral ethical responses to teaching about climate change Museum visitors have drawn their understanding of the physics of how exhibit sounds are transmitted A physician explains how the history of drawing has been a critical tool to medical education and doctor patient communications Each chapter contains samples insights and where applicable analysis techniques The chapters in this book should be helpful to researchers and teachers alike across the teaching and learning continuum The sections are divided by the kinds of activities for which drawing has historically been used in science education An instance of observation Audubon Linnaeus A process how plants grow over time what happens when chemicals combine Conceptions of what science is and who does it Images of identity development in science teaching and learning

The Popular Science Monthly ,1921 Grade Teacher ,1960 **Normal Instructor and Primary Plans** ,1921 The American Gas Light Journal ,1899 *New York School Journal* ,1895 *The School Journal* ,1895 **Journal of Education** ,1892 **The Journal of the National Education Association** National Education Association of the United States,1941 *Normal Instructor and Teachers World* ,1924 Popular Science ,1972-07 **Normal Instructor** ,1968 **Today's Education** ,1982 **Research in Education** ,1972

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