

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		
Briefly review and revise concepts dealt with in Grade 8, focusing on compounds		
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 Science Caps Lesson Plan

CO Houle



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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

Natural Science and Indigenous Knowledge Edward A. Johnson, Susan M. Arlidge, 2024-04-18 This book considers the similarities and differences between Indigenous knowledge and science and how when taken together they enrich one other Advanced students and researchers in natural resource management ecology conservation and environmental sciences will learn about the practices of Indigenous people in the natural world

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 [Annual Report](#) South Africa. Department of Basic Education,2016

Resources in Education ,1975 Serves as an index to Eric reports microform **Armand Bayou Watershed Plan** ,2006 **Restructuring Teacher Education** Stanford K. Siders,1977 **Popular Science Monthly and World's Advance** ,1921 [The Popular Science Monthly](#) ,1919 **The American School Board Journal** ,1915 **A Catalog of Scientific Apparatus, Instruments and Supplies for the Teaching of Physics, Chemistry and the Natural Sciences in the Laboratory and Classroom** Central Scientific Company (Chicago, Ill.),1935 **Normal Instructor and Primary Plans** ,1919 **The Saturday Review of Politics, Literature, Science and Art** ,1862 **Bulletin of the International Bureau of Education** ,1958 [Newsletter - Association for Asian Studies](#) Association for Asian Studies,1979 [Pratt Institute Monthly](#) Pratt Institute,1899 [Pratt Institute Monthly](#) ,1899 **Friends' Intelligencer** ,1882 **The Public School Journal** ,1883

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