

# **NATURAL SCIENCES**

GRADE 8 TERM 2

Tracker





<b>Reflection</b>		
Year:		
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">HOD:</td> <td style="width: 30%;">Date:</td> </tr> </table>	HOD:
HOD:	Date:	
Year:		
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">HOD:</td> <td style="width: 30%;">Date:</td> </tr> </table>	HOD:
HOD:	Date:	

Week 2											
CAPS Concepts and Activities	CAPS Page no.	Year:					Year:				
		Class					Class				
		Date Completed					Date Completed				
<b>Week 2 Lesson A</b>											
<b>Topic: Atoms</b> <b>Content &amp; Concepts: Compounds</b> <ul style="list-style-type: none"> <li>• A compound is a material that consists of atoms of two or more different elements chemically bonded together such as water (H<sub>2</sub>O), carbon dioxide (CO<sub>2</sub>), salt (NaCl)</li> <li>• The atoms in a given compound are always combined/bonded in a fixed ratio, such as, in water, where the ratio is always two hydrogen atoms (H) to one oxygen atom (O)</li> <li>• A chemical bond is the force that holds atoms together</li> <li>• Compounds [such as water (H<sub>2</sub>O), carbon dioxide (CO<sub>2</sub>), salt (NaCl)] are formed by chemical reactions</li> <li>• Compounds can be broken down in a decomposition reaction into other compounds or their original elements by heating or electrolysis. For example, electrolysis decomposes water (H<sub>2</sub>O) from hydrogen (H<sub>2</sub>) and oxygen (O)</li> </ul>	41										
<b>Week 2 Lesson B</b>											
<b>Topic: Atoms</b> <b>Content &amp; Concepts: Pure substances</b> <ul style="list-style-type: none"> <li>• Elements and compounds are pure substances</li> </ul>	41										
<b>Week 2 Lesson C</b>											
<b>Topic: Atoms</b> <b>Content &amp; Concepts: Mixtures of elements &amp; compounds</b> <ul style="list-style-type: none"> <li>• Elements and compounds are often found mixed together, such as in air, sea water, rocks, and in living things</li> <li>• Mixtures are separated by physical means</li> </ul>	41										

Reflection	
Year:	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: <span style="float: right;">Date:</span>
Year:	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: <span style="float: right;">Date:</span>



Reflection			
Year:			
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">HOD:</td> <td style="padding: 5px;">Date:</td> </tr> </table>	HOD:	Date:
HOD:	Date:		
Year:			
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">HOD:</td> <td style="padding: 5px;">Date:</td> </tr> </table>	HOD:	Date:
HOD:	Date:		





Reflection			
Year:			
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">HOD:</td> <td style="padding: 5px;">Date:</td> </tr> </table>	HOD:	Date:
HOD:	Date:		
Year:			
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">HOD:</td> <td style="padding: 5px;">Date:</td> </tr> </table>	HOD:	Date:
HOD:	Date:		

Week 5											
CAPS Concepts and Activities	CAPS Page no.	Year:					Year:				
		Class					Class				
		Date Completed					Date Completed				
Week 5 Lesson A											
<b>Topic: Particle model of matter</b> <b>Content &amp; Concepts: Change of state</b> <ul style="list-style-type: none"> <li>Heating and cooling can cause a material to change state</li> <li>The gas first changes to a liquid when cooled and then it changes to a solid when cooled further</li> </ul>	43										
Week 5 Lesson B											
<b>Topic: Particle model of matter</b> <b>Content &amp; Concepts: Density, mass and volume</b> <ul style="list-style-type: none"> <li>The density of a material describes the amount of mass in a given volume of that material</li> </ul>	43										
Week 5 Lesson C											
<b>Topic: Particle model of matter</b> <b>Content &amp; Concepts: Density and states of matter</b> <ul style="list-style-type: none"> <li>In general, gases are less dense than liquids and liquids are less dense than solids <i>[Water is an exception as ice is less dense than water and therefore it floats]</i></li> </ul>	43										
Reflection											
Year:											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?					
HOD:						Date:					

NECT LEARNING PROGRAMME: NATURAL SCIENCES  
GRADE 8 TERM 2 TRACKER

Year:	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD:

Week 6											
CAPS Concepts and Activities	CAPS Page no.	Year:					Year:				
		Class					Class				
		Date Completed					Date Completed				
<b>Week 6 Lesson A</b>											
<b>Topic: Particle of model matter</b> <b>Content &amp; Concepts: Density of different materials</b> <ul style="list-style-type: none"> <li>Some materials have low density and some have high density</li> <li>The individual particles making up one material may have different masses compared to the individual particles making up another material. In addition, there are spaces between the particles</li> <li>The density of a material will depend on the kind of particles it is made up of and the size of the spaces between them</li> <li>A material which has lower density will float on a liquid which has higher density</li> </ul>	44										
<b>Week 6 Lesson B</b>											
<b>Topic: Particle of model matter</b> <b>Content &amp; Concepts: Expansion and contraction of materials</b> <ul style="list-style-type: none"> <li>Solids, liquids and gases tend to expand when heated and contract when cooled</li> <li>Particles of liquids and gases are in a state of constant motion</li> <li>As a material is heated, the movement of the particles increases and they move further apart, therefore the material expands</li> <li>When a material expands or contracts, the size and number of particles does not change. Instead, it is only the spaces between the particles that get bigger or smaller</li> <li>During expansion the spaces between the particles get bigger</li> </ul>	44										

Week 6 Lesson C											
<p><b>Topic: Particle of model matter</b></p> <p><b>Content &amp; Concepts: Expansion and contraction of materials</b></p> <ul style="list-style-type: none"> <li>• Solids, liquids and gases tend to expand when heated and contract when cooled</li> <li>• Particles of liquids and gases are in a state of constant motion</li> <li>• As a material is cooled, the movement of the particles decreases and they move closer together, therefore the material contracts</li> <li>• When a material expands or contracts, the size and number of particles does not change. Instead, it is only the spaces between the particles that get bigger or smaller</li> <li>• during contraction the spaces between the particles get smaller</li> </ul>	44										
<b>Reflection</b>											
Year:											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
						HOD:			Date:		
Year:											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
						HOD:			Date:		

Week 7											
CAPS Concepts and Activities	CAPS Page no.	Year:					Year:				
		Class					Class				
		Date Completed					Date Completed				
<b>Week 7 Lesson A</b>											
<b>Topic: Particle of model matter</b> <b>Content &amp; Concepts: Pressure</b> <ul style="list-style-type: none"> <li>A gas exerts a pressure because of the collisions of the particles with each other and against the sides of the container</li> </ul>	45										
<b>Week 7 Lesson B</b>											
<b>Topic: Particle of model matter</b> <b>Content &amp; Concepts: Pressure</b> <ul style="list-style-type: none"> <li>Pumping more gas into a container increases the number of gas particles in the container. This increases the number of collisions and therefore increases the pressure            [Note: heating also increases the pressure by giving the particles more energy, making them move faster, and collide with greater force. We do not have to deal with this aspect of pressure in this grade]</li> </ul>	45										
<b>Week 7 Lesson C</b>											
<b>Topic: Particle of model matter</b> <b>Content &amp; Concepts: Pressure</b> <ul style="list-style-type: none"> <li>pumping more gas into a container increases the number of gas particles in the container. This increases the number of collisions and therefore increases the pressure</li> </ul>	45										
<b>Reflection</b>											
Year:											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?					
						HOD:			Date:		

NECT LEARNING PROGRAMME: NATURAL SCIENCES  
GRADE 8 TERM 2 TRACKER

Year:	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: <span style="float: right;">Date:</span>

Week 8											
		Year:					Year:				
		Class					Class				
		Date Completed					Date Completed				
<b>Week 8 Lesson A</b>											
<b>Topic: Chemical reactions</b> <b>Content &amp; Concepts: Reactants and products</b> <ul style="list-style-type: none"> <li>Substances can react with each other to form products with different chemical properties</li> <li>In a chemical reaction the substances that react with one another are called reactants</li> <li>In a chemical reaction the substances that are produced are called the products of the reaction</li> </ul>	45										
<b>Week 8 Lesson B</b>											
<b>Topic: Chemical reactions</b> <b>Content &amp; Concepts: Reactants and products</b> <ul style="list-style-type: none"> <li>In reactions, re-arrangement of the atoms takes place, to form different products</li> <li>During a chemical reaction chemical bonds of the reactants break and new bonds form to produce the products</li> </ul>	45										
<b>Week 8 Lesson C</b>											
<b>Topic: Chemical reactions</b> <b>Content &amp; Concepts: Reactants and products</b> <ul style="list-style-type: none"> <li>Indigenous knowledge includes some examples of useful chemical reactions, such as fermentation in brewing</li> </ul>	45										
<b>Reflection</b>											
Year:											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?					
						HOD:			Date:		



NECT LEARNING PROGRAMME: NATURAL SCIENCES  
GRADE 8 TERM 2 TRACKER

Year:	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: <span style="float: right;">Date:</span>

Week 9												
CAPS Concepts and Activities	CAPS Page no.	Year:					Year:					
		Class					Class					
		Date Completed					Date Completed					
Week 9 Lesson A												
<b>Topic: Revision</b>	40-45											
Week 9 Lesson B												
<b>Topic: Revision</b>	40-45											
Week 9 Lesson C												
<b>Topic: Revision</b>	40-45											
Reflection												
Year:												
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>					
							HOD:			Date:		
Year:												
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>					
							HOD:			Date:		

Week 10											
<b>CAPS Concepts and Activities</b>	CAPS Page no.	Year:					Year:				
		Class					Class				
		Date Completed					Date Completed				
<b>Examination</b>											
<b>Reflection</b>											
Year:											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?					
HOD:						Date:					
Year:											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?					
HOD:						Date:					