

# **MATHEMATICS**

**GRADE 12 TERM 3**

Tracker



Topic 1: Euclidean Geometry												
CAPS Concepts and Activities	Time (Hrs)	CAPS Page no.	Year:					Year:				
			Class					Class				
			Date Completed					Date Completed				
<b>Lesson 1</b>												
<b>Topic: Euclidean Geometry</b> <ul style="list-style-type: none"> <li>• Revision               <ul style="list-style-type: none"> <li>○ Similarity</li> <li>○ Ratio and proportion</li> <li>○ Midpoint theorem</li> </ul> </li> </ul>	2	48										
<b>Lesson 2</b>												
<b>Topic: Euclidean Geometry</b> <ul style="list-style-type: none"> <li>• Prove (accepting results established in earlier grades):               <ul style="list-style-type: none"> <li>○ that a line drawn parallel to one side of a triangle divides the other two sides proportionally</li> </ul> </li> </ul>	2	48										
<b>Lesson 3</b>												
<b>Topic: Euclidean Geometry</b> <ul style="list-style-type: none"> <li>• Prove (accepting results established in earlier grades):               <ul style="list-style-type: none"> <li>○ that equiangular triangles are similar</li> <li>○ that triangles with sides in proportion are similar</li> </ul> </li> </ul>	2	48										

Lesson 4												
<b>Topic: Euclidean Geometry</b> <ul style="list-style-type: none"> <li>• Prove (accepting results established in earlier grades):               <ul style="list-style-type: none"> <li>○ the Pythagorean Theorem by similar triangles.</li> </ul> </li> </ul>	1	48										
Lesson 5												
<b>Topic: Euclidean Geometry</b> <ul style="list-style-type: none"> <li>• Revision and consolidation</li> </ul>	2	48										
Reflection												
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:	

**Topic 2: Statistics**

CAPS Concepts and Activities	Time (Hrs)	CAPS Page no.	Year:					Year:				
			Class					Class				
			Date Completed					Date Completed				
<b>Lesson 1</b>												
<b>Topic: Statistics</b> <ul style="list-style-type: none"> <li>• Revision               <ul style="list-style-type: none"> <li>○ Variance and standard deviation</li> <li>○ Skewed data</li> <li>○ Estimated mean</li> <li>○ Ogives</li> </ul> </li> </ul>	3.5	48										
<b>Lesson 2</b>												
<b>Topic: Statistics</b> <ul style="list-style-type: none"> <li>• Use statistical summaries, scatterplots, regression (in particular the least squares regression line) and correlation to analyse and make meaningful comments on the context associated with given bivariate data, including interpolation, extrapolation and discussions on skewness.</li> </ul>	3.5	48										
<b>Lesson 3</b>												
<b>Topic: Statistics</b> <ul style="list-style-type: none"> <li>• Revision and consolidation</li> </ul>	2	48										
<b>Reflection</b>												
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						HOD:			Date:			

Topic 3: Counting and Probability												
CAPS Concepts and Activities	Time (Hrs)	CAPS Page no.	Year:					Year:				
			Class					Class				
			Date Completed					Date Completed				
<b>Lesson 1</b>												
<b>Topic: Counting and Probability</b> <ul style="list-style-type: none"> <li>• Revision               <ul style="list-style-type: none"> <li>○ Tree diagrams</li> <li>○ Venn diagrams</li> <li>○ Contingency tables</li> <li>○ Mutually exclusive</li> <li>○ Complementary</li> <li>○ Independent events</li> </ul> </li> </ul>	2.5	49										
<b>Lesson 2</b>												
<b>Topic: Counting and Probability</b> <ul style="list-style-type: none"> <li>• The fundamental counting principle and factorial notation.</li> </ul>	2	49										
<b>Lesson 3</b>												
<b>Topic: Counting and Probability</b> <ul style="list-style-type: none"> <li>• Use the fundamental counting principle to solve problems which will include probability.</li> </ul>	2.5	49										
<b>Lesson 4</b>												
<b>Topic: Counting and Probability</b> <ul style="list-style-type: none"> <li>• Revision and consolidation</li> </ul>	2	49										

**Reflection**

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: