

2021 National Recovery Annual Teaching Plan South African Sign Language Home Language Grade 7 – Term 1



GRADE 7 - TERM 1				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
Week 1 (3 days)	Standardized Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Days 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.			
2	<p>Observing and Signing strategies Observe for comprehension - short story</p> <ul style="list-style-type: none"> • Identify main and supporting ideas • Discuss character, plot, setting • Share ideas / experiences and show understanding of concepts <p>Follow the observing process: Pre-observing introduces learners to the observing process. During observing – questioning, recognizing, matching, note-taking, interpreting, identifying, etc. Post-observing follows up on the observing experience. Learners ask questions; discuss what the speaker signed, etc.</p> <ul style="list-style-type: none"> • Summarize the story • Answer questions • Draw conclusions <p>“Re-tell” the short story</p> <ul style="list-style-type: none"> • Show events in correct sequences • Mention characters correctly • Mention the timeline 	<p>Visual Reading and Viewing for comprehension:</p> <p>“Read” a signed literary text: short story</p> <p>Focus on key features of literature texts:</p> <ul style="list-style-type: none"> • Plot / sub-plot • Characterisation • Role of narrator • Message / theme • Background and setting • Mood, ironic twist and ending <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> • “Pre-reading” – Introducing the text • “During reading” - Infer meaning from the text • “Post-reading” - Answer questions, form opinions and evaluate the text 	<p>Record a narrative/descriptive chunk/ essay</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> • Depict a story: Past event / fiction • Use convincing story line • Establish a time frame (i.e. past, present, future) and mark time changes. • Use a captivating introduction and conclusion • Reflect a point to be made • Ensure sustained interest with style, rhetorical device and action • Use descriptive elements <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	<p>Phonology:</p> <p>Parameters</p> <p>Type of signs</p> <p>Minimal pairs</p> <p>Stokoe principle</p>
FORMAL ASSESSMENT TASK 1 OBSERVING AND SIGNING: Based on the work done in the term (20 marks) (Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.)				

GRADE 7 - TERM 1				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
3-4	<p>Observing and Signing strategies</p> <p>Conversation about how to give and follow instructions:</p> <ul style="list-style-type: none"> • Take part in informal conversations • Use correct register • Use correct SASL structure • Follow a logical sequence • Maintain the conversation • Answer questions <p>Follow the observing process indicated above.</p>	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a literary text: poem</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Figurative meaning and imagery • Mood, theme and message • Internal structure of a poem, figures of speech, sign choice, emotional responses, rhetorical devices • External structure of a poem, lines, rhyme, rhythm, alliteration and repetition <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> • “Pre-reading” – Introducing the text • “During reading” - Infer meaning from the text • “Post-reading” - Answer questions, form opinions and evaluate the text 	<p>Record own poem</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> • Produce poem • Convey theme / message • Observe conventions of internal and external structures • Use poetic features / imagery and poetic devices • Use appropriate SASL conventions <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	<p>Morphology: Classifiers</p> <p>Syntax/Semantics: Abstract nouns Determiners</p> <p>Figures of speech: Simile, metaphor, personification, idioms, hyperbole, contrast, euphemism</p>
<p>FORMAL ASSESSMENT TASK 2 RECORDING - Essay: (Based on work done during the Term) Narrative / Descriptive (30 marks)</p>				

GRADE 7 - TERM 1				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
5-6	<p>Observing and Signing strategies</p> <p>Observing for comprehension:</p> <p>Signed news report:</p> <ul style="list-style-type: none"> Identify the signer’s purpose Note the main message and supporting ideas Identify persuasive / emotive and manipulating techniques where applicable Reflect, clarify and discuss <p>Follow the observing process indicated above.</p> <p>Signed presentation: news report</p> <ul style="list-style-type: none"> Give exact feedback / details on a story Collect and organize information Prepare a coherent presentation with title, introduction and conclusion Use semi-formal/formal language, register and style 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a non-fiction text e.g. signed-news, magazine items, directions, instructions, speeches</p> <ul style="list-style-type: none"> Skim and scan signed text features Infer meaning and understand meaning of content Understand purpose of text Coherence of presentation Sign choice / Language structure <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> “Pre-reading” – Introducing the text “During reading” - Infer meaning from the text “Post-reading” - Answer questions, form opinions and evaluate the text 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record a non-fiction text, e.g. news item, instructions, directions</p> <ul style="list-style-type: none"> Collect and organize facts Describe the context and purpose Use semi-formal / formal language Give a factual, accurate account Use technical words and phrases Be un-emotive <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	<p>Syntax/Semantics:</p> <p>Basic sentence types: Statements, negations, questions, commands</p>

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GRADE 7 - TERM 1				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
7-8	<p>Observing and Signing strategies</p> <p>Observe a short story / folklore</p> <p>Observing for comprehension</p> <ul style="list-style-type: none"> Identify main and supporting ideas Share ideas and experiences and show understanding of concepts Answer questions <p>Follow the observing process indicated above.</p> <p>Discuss the story/folklore</p> <ul style="list-style-type: none"> Identify characters Discuss the theme and message Discuss setting, plot and sub-plot/s Discuss narrator’s viewpoint 	<p>Visual reading and viewing for information</p> <p>“Read” a signed short story / folklore</p> <ul style="list-style-type: none"> Skim for main ideas Scan for supporting details Making predictions Establish facts and opinions View point of signer Inferring the meaning of signs and phrases Formal/informal language <p>Answer questions on the text</p> <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> “Pre-reading” – <i>Introducing the text</i> “During reading” - <i>Infer meaning from the text</i> “Post-reading” - <i>Answer questions, form opinions and evaluate the text</i> 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record a summary</p> <ul style="list-style-type: none"> Use point form or chunks Include all important information Avoid unnecessary detail Be precise <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	<p>Syntax/Semantics:</p> <p>Basic sentence types: Topicalisation, conditionals, compounds</p> <p>Discourse:</p> <p>Cohesion and coherence Chunking</p>
<p>FORMAL ASSESSMENT TASK 3 (MARKS 50)</p> <p>RESPONSE TO TEXTS:</p> <ul style="list-style-type: none"> Literary or non-literary (20 marks) Visual text (10 marks) Language structures and conventions (20 marks) 				

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GRADE 7 - TERM 1				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
9-10	<p>Observing for comprehension: Non-fiction text</p> <ul style="list-style-type: none"> Observe a non-fiction text Note the introduction, body and conclusion Purpose, target group and context Use of pace and sign size/ modulation Use of manipulative/ emotive/ persuasive language Use of cues Adherence to conventions <p>Follow the observing process as indicated above.</p> <p>Prepared/Unprepared presentation on how to follow instructions</p> <p>Focus on:</p> <ul style="list-style-type: none"> Become familiar with object or process Consider sign choice and technical language Prepare a logical sequence of instructions Use of pace and signing size/ modulation SASL structure 	<p>Visual Reading and Viewing for comprehension:</p> <p>“Read” a visual text, e.g. advertisement</p> <ul style="list-style-type: none"> Persuasive techniques: Emotive language, bias, persuasion, manipulative language. How language and images reflect and shape values and attitudes Impact of use of lighting and movement Impact camera features – zooming in / out. Analyze, interpret, evaluate and respond to a range of advertisements <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> “Pre-reading” – <i>Introducing the text</i> “During reading” - <i>Infer meaning from the text</i> “Post-reading” - <i>Answer questions, form opinions and evaluate the text</i> 	<p>Record a transactional text Use appropriate conventions: Record an advertisement</p> <ul style="list-style-type: none"> Keep attention of viewer Consider the following in designing: <ul style="list-style-type: none"> The target market (for whom the advertisement is intended) Positioning (where / when advertisement will appear) Appeals (to what sense?) Structure of the advertisement Ratio between fact and opinion The effectiveness of colour, camera technique and lighting Effectiveness of language <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	<p>Morphology: Classifiers</p> <p>Syntax/Semantics: Abstract nouns Determiners</p>
FORMATIVE ASSESSMENT ACTIVITIES				
	<p>Observing and Signing activities</p> <ul style="list-style-type: none"> Variety of Observing and Signing activities Observing and Signing activities that comply with the Covid-19 conditions 	<p>Visual Reading and Viewing activities</p> <ul style="list-style-type: none"> Visual Reading Process Visual Reading Comprehension activities Literature activities based on the prescribed genres for the semester 	<p>Recording activities</p> <ul style="list-style-type: none"> Recording Process Chunking Transactional Texts Essay Creative Recording 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> Variety of Language Structures and Convention activities
GRADE 7 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1				
	<p>FORMAL ASSESSMENT TASK 1 OBSERVING AND SIGNING: (Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.) (20 marks)</p>	<p>FORMAL ASSESSMENT TASK 2 RECORDING - Essay: (Based on work done during the Term) Narrative / Descriptive (30 marks)</p>	<p>FORMAL ASSESSMENT TASK 3 (MARKS 50) RESPONSE TO TEXTS:</p> <ul style="list-style-type: none"> Literary or non-literary (20 marks) Visual text (10 marks) <p>Language structures and conventions (20 marks)</p>	

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 7 – Term 2

GRADE 7 - TERM 2				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
1-2	<p>Observing and Signing strategies</p> <p>Observe and discuss a short story</p> <p>Observing for comprehension</p> <ul style="list-style-type: none"> Identify main and supporting ideas Observe the theme and message Observe setting, plot and sub-plot/s Discuss narrator’s viewpoint Make notes on observations <p>Follow the observing process:</p> <p>Pre-observing introduces learners to the observing process.</p> <p>During observing – questioning, recognizing, matching, note-taking, interpreting, identifying, etc.</p> <p>Post-observing follows up on the observing experience. Learners ask questions; discuss what the speaker signed, etc.</p> <ul style="list-style-type: none"> Summarize the story Answer questions Draw conclusions 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a literary text: drama</p> <p>Focus on the key features of a drama:</p> <ul style="list-style-type: none"> Context / Plot / sub-plot Characterization Message / theme Background and setting Mood, ironic twist and ending Stage directions <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> “Pre-reading” – <i>Introducing the text</i> “During reading” - <i>Infer meaning from the text</i> “Post-reading” - <i>Answer questions, form opinions and evaluate the text</i> 	<p>Record a descriptive essay</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> Description of person, object, event. Use classifiers to create a picture in signs. Choose signs for effect Use sensory images – sight, taste, smell, touch, etc. Use figures of speech <p>Follow the recording process:</p> <ul style="list-style-type: none"> <i>Planning</i> <i>Drafting</i> <i>Revision</i> <i>Editing</i> <i>Proof-“reading”</i> <i>Presenting</i> 	<p>Morphology:</p> <p>Classifiers</p> <p>Syntax/Semantics:</p> <p>Prepositions</p>

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Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
3-4	<p>Observing and Signing strategies:</p> <p>Observing for comprehension: Non-fiction text</p> <ul style="list-style-type: none"> • Observe a non-fiction text • Note the introduction, body and conclusion • Purpose, target group and context • Use of pace and sign size/ modulation • Use of manipulative/ emotive/ persuasive language • Use of cues • Adherence to conventions <p>Follow the observing process as indicated above.</p>	<p>Visual Reading and Viewing for comprehension:</p> <p>“Read” a visual text e.g. advertisement</p> <ul style="list-style-type: none"> • Persuasive techniques: Emotive language, bias, persuasion, manipulative language. • How language and images reflect and shape values and attitudes • Impact of use of lighting and movement • Impact camera features – zooming in / out. • Analyze, interpret, evaluate and respond to a range of advertisements <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> • “Pre-reading” – <i>Introducing the text</i> • “During reading” - <i>Infer meaning from the text</i> • “Post-reading” - <i>Answer questions, form opinions and evaluate the text</i> 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record an advertisement</p> <ul style="list-style-type: none"> • Keep attention of viewer • Consider the following in designing: <ul style="list-style-type: none"> - The target market (for whom the advertisement is intended) - Positioning (where / when advertisement will appear) - Appeals (to what sense?) - Structure of the advertisement - Ratio between fact and opinion - The effectiveness of colour, camera technique and lighting - Effectiveness of language <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	<p>Syntax/ Semantics: Adjectives, synonyms, antonyms, paronyms, iconicity</p>
<p>FORMAL ASSESSMENT TASK 1 OBSERVING AND SIGNING: (task started in Term 1 to be continued) (20 marks) (Teachers start the process during Term 1 and ensure that all learners are assessed by the end of Term 2)</p>				

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Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
5-6	<p>Observing and Signing strategies:</p> <p>Observe a signed presentation on how to follow instructions or procedures</p> <ul style="list-style-type: none"> Observe the product carefully Consider sign choice and technical language Observe the logical sequence of instructions Note the pace and signing size/ modulation SASL structure <p>Follow the observing process as indicated above.</p> <p>Sign instructions on how to use a product</p> <ul style="list-style-type: none"> Become familiar with the object and process Consider sign choice and technical language Prepare a logical sequence of instructions Consider pace and signing size/modulation Use correct SASL structure 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” an information text e.g. instructions or procedures</p> <p>Focus on:</p> <ul style="list-style-type: none"> Skimming and scanning signed text features Understanding the sequence Coherence in presentation Technical language and phrases Visual material <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> “Pre-reading” – <i>Introducing the text</i> “During reading” - <i>Infer meaning from the text</i> “Post-reading” - <i>Answer questions, form opinions and evaluate the text</i> 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record an instructional text such as how to use a tool, prepare food, repair faults, etc.</p> <ul style="list-style-type: none"> Use appropriate format, style Focus on a target audience with purpose and context Chunk cohesion Use suitable sign choice and sentence structure Logical sequencing <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	<p>Syntax/ Semantics:</p> <p>Abstract nouns</p> <p>Determiners</p> <p>Discourse</p> <p>Cohesion and coherence</p> <p>Chunking</p>
6	<p>FORMAL ASSESSMENT TASK 4</p> <p>RECORDING – Transactional text: (2 short or 1 long: 10 marks)</p> <p>Recorded before the controlled test</p>			

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Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
7-8	<p>Observing and Signing strategies: Investigation</p> <ul style="list-style-type: none"> Learners are presented with a situation which may be a problem or an incident, to which they have to respond by assuming a particular investigative role. The enactment may be unrehearsed or the learner may be briefed in the particular role to be played Use clear objective language Clearly enunciated ideas showing awareness of audience and purpose 	<p>Visual reading and viewing for information</p> <p>“Read” a signed short story/longer story</p> <ul style="list-style-type: none"> Skim for main ideas Scan for supporting details Making predictions Establish facts and opinions View point of signer Inferring the meaning of signs and phrases Formal/informal language <p>Answer questions on the text</p> <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> “Pre-reading” – <i>Introducing the text</i> “During reading” - <i>Infer meaning from the text</i> “Post-reading” - <i>Answer questions, form opinions and evaluate the text</i> 	<p>Record a review of a story</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> Reflect on individual response to a story. Evaluate or provide ‘critique’ to the text presented Various reviewers may respond differently to the same text Give relevant facts, for example, title of the story, name/s of the author name of publisher, etc. <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	<p>Syntax/ Semantics: Adjectives, synonyms, antonyms, paronyms, iconicity</p> <p>Discourse Role-shift Cohesion and coherence Chunking</p>

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9-10	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 			
FORMATIVE ASSESSMENT ACTIVITIES				
	Observing and Signing activities <ul style="list-style-type: none"> • Variety of Observing and Signing activities • Observing and Signing activities that comply with the Covid-19 conditions 	Visual Reading and Viewing activities <ul style="list-style-type: none"> • Visual Reading and Viewing Process • Visual Reading comprehension activities • Literature activities based on the prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> • Recording Process • Chunking • Transactional Texts • Essay • Creative Recording 	Language Structures and Conventions activities Variety of Language Structures and Convention activities
GRADE 7 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2				
FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING (Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2) (20 marks)	FORMAL ASSESSMENT TASK 4 RECORDING – Transactional Text: (2 short of 1 long: 10 marks) (Recorded before the controlled test)	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 		

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 7 – Term 3

GRADE 7 - TERM 3				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
1-2	<p>Observing and Signing strategies</p> <p>Conversation about meetings and meeting procedures:</p> <ul style="list-style-type: none"> Members of the meeting Meeting conventions Appropriate register and style <p>Role-play meeting procedures:</p> <ul style="list-style-type: none"> Assign roles to members of the meeting Follow correct meeting conventions Use appropriate register and style Give a summary report back of the meeting 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a non-fiction text e.g. signed news item, magazine item, speeches</p> <ul style="list-style-type: none"> Skim and scan signed text features Infer meaning and understand meaning of content Understand purpose of text Coherence of presentation Sign choice / Language structure <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> “Pre-reading” – Introducing the text “During reading” - Infer meaning from the text “Post-reading” - Answer questions, form opinions and evaluate the text 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record a “speech”</p> <ul style="list-style-type: none"> Adapt the style to be used: when, where, why (purpose), who (audience) and what (content) Develop points well Use contrasting signing modes Use short sentences with simple ideas Consider the closing <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	<p>Morphology:</p> <p>Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs</p> <p>Function of space</p>
3-4	<p>Conversation about drama:</p> <ul style="list-style-type: none"> Take part in informal conversations Use correct register Maintain the conversation Identify main and supporting ideas Answer questions 	<p>Visual reading and viewing for comprehension:</p> <p>Read a signed literary text: drama</p> <p>Focus on key features of literature texts:</p> <ul style="list-style-type: none"> Dramatic structure / plot / sub-plot Characterization Theme and messages Background and setting Mood, ironic twist and ending Stage directions <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> “Pre-reading” – Introducing the text “During reading” - Infer meaning from the text “Post-reading” - Answer questions, form opinions and evaluate the text 	<p>Record a transactional text:</p> <p>Record a drama review</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> Reflect on individual response to a drama. Evaluate or provide ‘critique’ to the drama presented Various reviewers may respond differently to the same drama Give relevant facts, for example, title of the drama, names of the producer/artists, production company, etc. <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	<p>Discourse:</p> <p>Role-shift</p> <p>Cohesion and coherence</p> <p>Chunking</p>

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GRADE 7 - TERM 3				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT Stage 1: Research (Learners do research on their project) (20 marks)				
5-6	<p>Observing and signing strategies:</p> <p>Observing for comprehension</p> <p>“Speech” by the president</p> <ul style="list-style-type: none"> • Purpose / intention of presentation • Appropriate language register for audience • Facial expression and body language • Introduction and conclusion <p>Follow the observing process as indicated above:</p> <p>Role-play different forms of signed presentations:</p> <ul style="list-style-type: none"> • Learner will role-play the president and present a speech on a similar topic. • Use clearly expressed ideas showing awareness of audience and purpose • Use clear objective language showing purpose / intention of presentation • Use appropriate language register and tone for audience • Use appropriate facial expression and body language • Use persuasive language where applicable • Use effective introduction and conclusion 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a literary text: poem</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Figurative meaning and imagery • Mood, theme and message • Internal structure of a poem, figures of speech, sign choice, emotional responses, rhetorical devices • External structure of a poem, lines, rhyme, rhythm, alliteration and repetition <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> • “Pre-reading” – Introducing the text • “During reading” - Infer meaning from the text • “Post-reading” - Answer questions, form opinions and evaluate the text 	<p>Record a narrative essay</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> • Depict a story: past event / fiction • Use convincing story line. • Establish a time frame (i.e. past, present, future) and mark time changes. • Use a captivating introduction and conclusion • Reflect a point to be made • Ensure sustained interest with style, rhetorical device and action • Use descriptive elements <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	<p>Syntax/ Semantics:</p> <p>Adjectives</p> <p>Pronouns (placement and indexing)</p> <p>Paronyms, iconicity</p> <p>Modals</p> <p>Figures of speech: simile, metaphor, personification, idioms, hyperbole, contrast, euphemism</p>
6	FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT Stage 2: Recording (Learners engage in the recording of their projects) (30 marks) <ul style="list-style-type: none"> • Planning/pre-recording of the creative recording project • Drafting • Revising • Editing • Proofreading • Presenting 			

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GRADE 7 - TERM 3				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
7-8	<p>Observing and Signing strategies</p> <p>Observe and discuss current news based on: signed news and magazine items</p> <ul style="list-style-type: none"> Identify facts and opinions Observe the background purpose and scope Observe language register and style Semi-formal to formal language Appropriate use of role-shift. <p>Follow the observing process as indicated above.</p>	<p>Visual Reading and Viewing for comprehension (use text such as signed news items and speeches)</p> <ul style="list-style-type: none"> Making predictions Facts and opinions View point of author / "speaker" Inferring the meaning of unfamiliar signs and images Formal/informal language Direct/implied meaning <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> "Pre-reading" – Introducing the text "During reading" - Infer meaning from the text "Post-reading" - Answer questions, form opinions and evaluate the text 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record a "speech"</p> <ul style="list-style-type: none"> Adapt the style to be used: when, where, why (purpose), who (audience) and what (content) Develop points well Use contrasting signing modes Use short sentences with simple ideas Consider the closing <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading Presenting 	<p>Morphology:</p> <p>Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs</p> <p>Function of space</p>
<p>FORMAL ASSESSMENT TASK 7</p> <p>CREATIVE RECORDING PROJECT</p> <p>Stage 3: Signed ("oral") presentation (Learners do the signed ("oral") presentation of their projects)</p> <p>(20 marks)</p> <ul style="list-style-type: none"> Uses appropriate structure: introduction, body and conclusion Presents central idea and supporting details Shows evidence of research/ investigation Uses appropriate body language and presentation skills, e.g. makes eye contact, Participates in a discussion Gives constructive feedback Maintains discussion Shows sensitivity to the rights and feelings of others <p>Commence with the Observing and Signing ("oral") task in Term 3 and conclude in Term 4 when the mark will be recorded.</p>				

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GRADE 7 - TERM 3				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
9-10	<p>Observing and signing strategies:</p> <p>Observing for comprehension based on giving directions</p> <ul style="list-style-type: none"> • Observe clear and concise sentences • Use of chronological order • Observe the approximate distance • Note the landmarks • Observe signs indicating position • Observe signs indicating direction <p>Follow the observing process as indicated above.</p> <p>Different forms of signed communication:</p> <p>Learner will give directions</p> <ul style="list-style-type: none"> • Use clear and concise sentences • Use chronological order • Indicate the approximate distance • Provide landmarks • Use signs indicating position • Use signs indicating direction 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a signed text such as directions</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Chronological order • Distance • Landmarks • Indicating position • Directional signs <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> • “Pre-reading” – <i>Introducing the text</i> • “During reading” - <i>Infer meaning from the text</i> • “Post-reading” - <i>Answer questions, form opinions and evaluate the text</i> 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record giving directions</p> <ul style="list-style-type: none"> • Use imperative form • Clear and concise sign choice and language • Directions in chronological order • Give landmarks and signs indicating position and direction. <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	<p>Discourse:</p> <p>Role-shift Cohesion and coherence Chunking</p> <p>Morphology:</p> <p>Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs</p>
<p>FORMAL ASSESSMENT TASK 8</p> <p>RESPONSE TO LITERATURE (30 MARKS)</p> <ul style="list-style-type: none"> • Poem (10 marks) • Drama (10 marks) • Short Stories (10 marks) 				
<p align="center">FORMATIVE ASSESSMENT ACTIVITIES</p>				
	<p>Observing and Signing activities</p> <ul style="list-style-type: none"> • Variety of Observing and Signing activities • Observing and Signing activities that comply with the Covid-19 conditions 	<p>Visual Reading and Viewing activities</p> <ul style="list-style-type: none"> • Recording Process • Visual Reading for Comprehension activities • Literature activities based on the prescribed genres for the semester 	<p>Recording and Presenting activities</p> <ul style="list-style-type: none"> • Recording Process • Chunking • Transactional Texts • Essay • Creative Recording 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities

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GRADE 7 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3		
FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT <ul style="list-style-type: none">• Research & recording (“write-up”) of the project (20 + 30 = 50 marks)	FORMAL ASSESSMENT TASK 7: CREATIVE RECORDING PROJECT <ul style="list-style-type: none">• Signed (“oral”) presentation of the project (20 marks) Commence with the Signing (“oral”) task in Term 3 and conclude in Term 4 when the mark will be recorded.	FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <ul style="list-style-type: none">• Poem (10 marks)• Drama (10 marks)• Short Stories (10 marks)

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GRADE 7 - TERM 4				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
1-2	<p>Observe a short story</p> <p>Observing for comprehension</p> <ul style="list-style-type: none"> • Identify main and supporting ideas • Observe the theme and message • Observe setting, plot and sub-plot/s • Discuss narrator’s viewpoint • Make notes on observations <p>Follow the observing process:</p> <p>Pre-observing introduces learners to the observing process.</p> <p>During observing – questioning, recognizing, matching, note-taking, interpreting, identifying, etc.</p> <p>Post-observing follows up on the observing experience. Learners ask questions; discuss what the speaker signed, etc.</p> <ul style="list-style-type: none"> • Summarise the story • Answer questions • Draw conclusions <p>Sign a story focusing on:</p> <ul style="list-style-type: none"> • Good introduction • Characterization; diction; body language; • Mood; atmosphere; time-line; ironic twists and ending • Effective conclusion 	<p>Visual reading and viewing for information</p> <p>“Read” a signed short story/longer story</p> <ul style="list-style-type: none"> • Skim for main ideas • Scan for supporting details • Making predictions • Establish facts and opinions • View point of signer • Inferring the meaning of signs and phrases • Formal/informal language <p>Answer questions on the text</p> <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> • “Pre-reading” – <i>Introducing the text</i> • “During reading” - <i>Infer meaning from the text</i> • “Post-reading” - <i>Answer questions, form opinions and evaluate the text</i> 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record an interview</p> <ul style="list-style-type: none"> • Use role-shift to represent the interview. • Place the interviewer and interviewee • Use appropriate questioning techniques • Portray the interviewee’s strong points, talents, weak points <p>Follow the recording process:</p> <ul style="list-style-type: none"> • <i>Planning</i> • <i>Drafting</i> • <i>Revision</i> • <i>Editing</i> • <i>Proof-“reading”</i> • <i>Presenting</i> 	<p>Morphology:</p> <p>Predicates: Temporal aspects: simple/punctual repetitive/ iterative, habitual</p> <p>Syntax/ Semantics:</p> <p>Tense</p>

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GRADE 7 - TERM 4				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
3-4	<p>Observing and Signing strategies</p> <p>Unprepared presentation</p> <p>Introducing a speaker / vote of thanks / "telling" a story</p> <ul style="list-style-type: none"> • Choose appropriate topic • Organise information coherent • Identify vocabulary, language structures • Effective introduction and ending 	<p>Visual reading and viewing for comprehension:</p> <p>"Read" a text with a diary entry/vlog</p> <ul style="list-style-type: none"> • The format • Language use • Signing mode • Target audience <p>Follow the reading process:</p> <ul style="list-style-type: none"> • "Pre-reading" – <i>Introducing the text</i> • "During reading" - <i>Infer meaning from the text</i> • "Post-reading" - <i>Answer questions, form opinions and evaluate the text</i> 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record a diary entry (vlog)</p> <ul style="list-style-type: none"> • Portrayal of a daily event • Present evaluation of the day / event • Record from point of view of Signer. • Simple sign choice and language structure • Use relevant signing mode <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-"reading" • Presenting 	<p>Syntax/ Semantics:</p> <p>Adverbs of time, manner, location, intensification</p>
<p>FORMAL ASSESSMENT TASK 7 – continued from Term 3</p> <p>CREATIVE RECORDING PROJECT</p> <p>Stage 3: Signed ('oral') presentation (Learners sign presentation of their project)</p> <p>(20 marks)</p> <p>(Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4)</p>				

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GRADE 7 - TERM 4				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
5-6	<p>Observing and signing strategies:</p> <p>Observing for comprehension:</p> <p>Non-fiction text</p> <ul style="list-style-type: none"> Observe a non-fiction text Note the introduction, body and conclusion Purpose, target group and context Use of pace and sign size/ modulation Use of manipulative/ emotive/ persuasive language Use of cues Adherence to conventions <p>Follow the observing process as indicated above.</p> <p>Prepared presentation on a current issue</p> <p>Consider the following</p> <ul style="list-style-type: none"> Purpose, target group and context Pace and sign size/ modulation Manipulative/ emotive/ persuasive language Adherence to conventions Appropriate body language Effective introduction and conclusion 	<p>Visual reading and viewing for comprehension:</p> <p>Read a non-fiction text</p> <ul style="list-style-type: none"> Evaluate the introduction, body and conclusion Comment on suitability of language register Appropriateness of structure Use of pace and sign size/ modulation Use of manipulative/ emotive/ persuasive language <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> “Pre-reading” – Introducing the text “During reading” - Infer meaning from the text “Post-reading” - Answer questions, form opinions and evaluate the text 	<p>Record a Transactional text</p> <p>Use appropriate conventions:</p> <p>Record a summary</p> <ul style="list-style-type: none"> Use point form or chunks Include all important information Avoid unnecessary detail Be precise <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	<p>Morphology:</p> <p>Predicates:</p> <p>Temporal aspects: simple/punctual repetitive/ iterative, habitual</p> <p>Syntax/ Semantics:</p> <p>Tense</p>
<p>FORMAL ASSESSMENT TASK 9: RECORDING</p> <p>Transactional text: Any type done during the term / year (2 short or 1 long: 10 marks)</p> <p>(Recorded before the controlled test)</p>				
7-8	<p>Revision and preparation for examination</p> <p>Observing</p> <p>Observing for comprehension</p> <p>Signing</p> <p>Prepared presentation</p> <p>Unprepared presentation</p> <p>Conversation</p>	<p>Revision and preparation for examination</p> <p>Visual reading and viewing</p> <ul style="list-style-type: none"> Reading comprehension Summary Literature: <ul style="list-style-type: none"> Longer stories/short stories/folklore Drama Poems 	<p>Revision and preparation for examination</p> <p>Recording:</p> <ul style="list-style-type: none"> Transactional texts Essay 	<p>Revision and preparation for examination</p> <p>Phonology</p> <p>Morphology</p> <p>Syntax / Semantics</p> <p>Discourse</p>

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GRADE 7 - TERM 4				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
9-10	FORMAL ASSESSMENT TASK 10: CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 			
FORMATIVE ASSESSMENT ACTIVITIES				
	Observing and Signing activities <ul style="list-style-type: none"> • Variety of Observing and Signing activities • Observing and Signing activities that comply with the Covid-19 conditions 	Visual Reading and Viewing activities <ul style="list-style-type: none"> • Recording Process • Visual Reading for Comprehension activities • Literature activities based on the prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> • Recording Process • Chunking • Transactional Texts • Essay • Creative Recording 	Language Structures and Conventions activities <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities

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GRADE 7 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4			
	<p>FORMAL ASSESSMENT TASK 7 – continued from Term 3</p> <p>CREATIVE RECORDING PROJECT</p> <p>Stage 3: Signed ('oral') presentation (Learners sign presentation of their project) (20 marks)</p> <p>(Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4)</p>	<p>FORMAL ASSESSMENT TASK 9: RECORDING</p> <p>Transactional text: Any type done during the term / year (2 short or 1 long: 10 marks)</p> <p>(Teachers may start the task during Week 5 of this cycle to ensure that all marking is completed by the end of the term)</p>	<p>FORMAL ASSESSMENT TASK 10: CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks)