

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)	Standardised 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"> Summarise 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: “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: Parameters Type of signs Minimal pairs Stokoe principle</p>
	FORMAL ASSESSMENT TASK 1 OBSERVING AND SIGNING: Based on the work done in the term (Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.)			
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 	<p>Visual reading and viewing for comprehension: “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, 	<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 	<p>Morphology: Classifiers</p> <p>Syntax/Semantics: Abstract nouns Determiners</p> <p>Figures of speech:</p>

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

GRADE 7 - TERM 1				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	<ul style="list-style-type: none"> Maintain the conversation Answer questions <p>Follow the observing process indicated above.</p>	<p>sign choice, emotional responses, rhetorical devices</p> <ul style="list-style-type: none"> 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>devices</p> <ul style="list-style-type: none"> Use appropriate SASL conventions <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	<p>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>			
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 organise 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>
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 	<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 	<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 	<p>Syntax/Semantics:</p> <p>Basic sentence types: Topicalisation, conditionals, compounds</p> <p>Discourse:</p> <p>Cohesion and coherence</p>

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

GRADE 7 - TERM 1				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	<p>understanding of concepts</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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> 	<ul style="list-style-type: none"> • 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>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) 			
9-10	<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/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</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>Morphology:</p> <p>Classifiers</p> <p>Syntax/Semantics:</p> <p>Abstract nouns Determiners</p>

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

	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 Process Visual Reading 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
	GRADE 7 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1			
	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.)	FORMAL ASSESSMENT TASK 2 RECORDING - Essay: (Based on work done during the Term) Narrative / Descriptive (30 marks)	FORMAL ASSESSMENT TASK 3 (MARKS 50) RESPONSE TO TEXTS: <ul style="list-style-type: none"> Literary or non-literary (20 marks) Visual text (10 marks) Language structures and conventions (20 marks)	

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"> Summarise 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” – Introducing the text “During reading” - Infer meaning from the text “Post-reading” - Answer questions, form opinions and evaluate the text 	<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"> Planning Drafting Revision Editing Proof-“reading” Presenting 	<p>Morphology:</p> <p>Classifiers</p> <p>Syntax/Semantics:</p> <p>Prepositions</p>

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

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 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) (Teachers start the process during Term 1 and ensure that all learners are assessed by the end of Term 2)</p>				
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>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>Record a transactional text 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>Syntax/ Semantics: Abstract nouns Determiners</p> <p>Discourse Cohesion and coherence Chunking</p>

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

	Sign instructions on how to use a product <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 	Follow the visual reading process: <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> 	Follow the recording process: <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	
6	FORMAL ASSESSMENT TASK 4 RECORDING – Transactional text: (2 short or 1 long: 10 marks) Recorded before the controlled test			
7-8	Observing and Signing strategies: Investigation <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 	Visual reading and viewing for information “Read” a signed short story/longer story <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 Answer questions on the text Follow the visual reading process: <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> 	Record a review of a story Use appropriate conventions: <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. Follow the recording process: <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	Syntax/ Semantics: Adjectives, synonyms, antonyms, paronyms, iconicity Discourse Role-shift Cohesion and coherence Chunking

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

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)		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>

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

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 			

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>				

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

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” – 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 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</p> <p>Cohesion and coherence</p> <p>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>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

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) <p>Commence with the Signing (“oral”) task in Term 3 and conclude in Term 4 when the mark will be recorded.</p>	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)

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 7 – Term 4

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” – 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 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"> 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>
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>	<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>Syntax/ Semantics:</p> <p>Adverbs of time, manner, location, intensification</p>

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

GRADE 7 - TERM 4				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
		<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 	Follow the recording process: <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	
	FORMAL ASSESSMENT TASK 7 – continued from Term 3 CREATIVE RECORDING PROJECT Stage 3: Signed (‘oral’) presentation (Learners sign presentation of their project) (20 marks) (Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4)			
5-6	Observing and signing strategies: Observing for comprehension: Non-fiction text <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 Follow the observing process as indicated above. Prepared presentation on a current issue Consider the following <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 	Visual reading and viewing for comprehension: Read a non-fiction text <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 Follow the visual reading process: <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 	Record a Transactional text Use appropriate conventions: Record a summary <ul style="list-style-type: none"> • Use point form or chunks • Include all important information • Avoid unnecessary detail • Be precise Follow the recording process: <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	Morphology: Predicates: Temporal aspects: simple/punctual repetitive/ iterative, habitual Syntax/ Semantics: Tense

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

GRADE 7 - TERM 4				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	FORMAL ASSESSMENT TASK 9: RECORDING Transactional text: Any type done during the term / year (2 short or 1 long: 10 marks) (Recorded before the controlled test)			
7-8	Revision and preparation for examination Observing Observing for comprehension Signing Prepared presentation Unprepared presentation Conversation	Revision and preparation for examination Visual reading and viewing • Reading comprehension • Summary • Literature: - Longer stories/short stories/folklore - Drama - Poems	Revision and preparation for examination Recording: • Transactional texts • Essay	Revision and preparation for examination examination Phonology Morphology Syntax / Semantics Discourse
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

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)</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>	<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)