

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 8 – Term 1

GRADE 8 - TERM 1				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 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.				
Week 1 - 2	<p>Observing and Signing strategies</p> <p>Observing for comprehension:</p> <p>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:</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"> Answer questions Draw conclusions <p>Class discussion (teacher leads) based on the news report</p> <p>Focus on:</p> <ul style="list-style-type: none"> Features of the text Clarity of purpose and context Suitability to audience Conventions and structure of the text 	<p>Visual Reading and Viewing for comprehension:</p> <p>“Read” a non-fiction text e.g. news/ magazine item</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” - Form opinions and evaluate the text, summarize the text, answer questions on the text. 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record a news item/report</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>Phonology:</p> <p>Parameters</p> <p>Type of signs</p> <p>Minimal pairs</p> <p>Stokoe principle</p>

GRADE 8 - TERM 1				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	<ul style="list-style-type: none"> Register and style 			
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.)				
Week 3 - 4	Observe for comprehension - non-fiction text <ul style="list-style-type: none"> Teacher facilitates discussion Select main ideas Sequence main ideas Note the coherence in the presentation Make notes after observing Follow the observing process as indicated above.	Visual Reading and Viewing for comprehension: “Read” a visual text, e.g. advertisement <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 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” - Form opinions and evaluate the text, summarize the text, answer questions on the text. 	Record a transactional text Use appropriate conventions: Record an advertisement: <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 Follow the recording process: <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	Morphology: Classifiers Syntax/Semantics: Abstract nouns Determiners
Week 5 - 6	Observing and Signing strategies: Discussion (teacher leads) - brainstorming; select relevant ideas; sequence main ideas Observe for comprehension in preparation for summary recording <ul style="list-style-type: none"> Identify main and supporting ideas by making 	Visual Reading and Viewing for comprehension: “Read” a signed literary text: short/longer story Focus on key features of literature texts:	Record a narrative/reflective essay Use appropriate conventions: <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. 	Syntax/Semantics: Basic sentence types: Statements, negations, questions, commands, topicalisation, conditionals, compound

GRADE 8 - TERM 1				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	notes <ul style="list-style-type: none"> Share ideas and experiences and show understanding of concepts Identify persuasive/manipulative techniques Answer questions 	<ul style="list-style-type: none"> Plot / sub-plot Characterization 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” - Form opinions and evaluate the text, summarize the text, answer questions on the text. <p>Teacher teaches summary recording skills by exposing learners to the basic principles of summarising.</p>	<ul style="list-style-type: none"> Use a captivating introduction and conclusion Ensure sustained interest with style, rhetorical device and action Use descriptive elements Contemplate an idea Give emotional reactions and feelings Reflect subjectively where feelings and emotions play a major role <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting <p>Summary– learners record a point form summary based on the story viewed in Visual Reading and Viewing.</p>	
FORMAL ASSESSMENT TASK 2: ESSAY: (Based on work done during the Term) Narrative or Reflective (30 marks)				
Week 7 – 8	Observing and Signing strategies Observe for comprehension: non-fiction text, e.g. formal report <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>	Visual reading and viewing for comprehension: “Read” a non-fiction text e.g. formal/ investigative report <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 	Record a transactional text Use appropriate conventions: Record a formal/investigative report <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 	Morphology: Classifiers Syntax/Semantics: Abstract nouns Determiners

GRADE 8 - TERM 1				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	Unprepared presentation: formal report/news item <ul style="list-style-type: none"> Give the background, purpose and scope. Use semi-formal to formal language Collect and organize content Give a factual account Use correct language register and style Use role-shift appropriately if necessary Good opening/introduction and conclusion 	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” - Form opinions and evaluate the text, summarize the text, answer questions on the text. Comprehension test	Follow the recording process: <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	
	FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (50 MARKS) <ul style="list-style-type: none"> Literary / non-literary text – 20 marks Visual text – 10 marks Language structures and conventions – 20 marks 			
Week 9 - 10	Observing and signing strategies: Observing for comprehension - prepared speech, e.g. by president, influential member of society <ul style="list-style-type: none"> Discuss features of a prepared speech Identify and explain language use Identify and discuss features in the speech Follow the observing process as indicated above: Prepared presentation – “speech” <ul style="list-style-type: none"> Choose an appropriate topic Conduct research Use effective introduction, body and conclusion Show clear links with topic Present a thoughtful argument or point of view Present clear ideas Use a formal, neutral style Deliver in a suitable register for the audience Use visual aids 	Visual Reading and Viewing for comprehension: “Read” a literary text: poem Focus on: <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. 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” - Form opinions and evaluate the text, summarize the text, answer questions on the text 	Record a transactional text Use appropriate conventions: Record a “speech” <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 Follow the recording process: <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	Syntax/Semantics: Basic sentence types: Statements, negations, questions, commands, topicalisation, conditionals, compound Figures of speech: simile, metaphor, personification, idioms, hyperbole, contrast, euphemism

	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 three prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> Recording Process Paragraphing Transactional Texts Essay Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities
	GRADE 8 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1			
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.)	FORMAL ASSESSMENT TASK 2: ESSAY: (Based on work done during the Term) Narrative or Reflective (30 marks)			FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (50 MARKS) <ul style="list-style-type: none"> Literary / non-literary text – 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 8 – Term 2

GRADE 8 - TERM 2				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
Week 1 - 2	<p>Observing and Signing strategies</p> <p>Observe for comprehension - short story</p> <ul style="list-style-type: none"> Identify main and supporting ideas Identify and discuss main message Discuss character, plot and setting Recall specific details in the story Reflect on the message / values. 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 information</p> <p>“Read” a literary text: drama</p> <ul style="list-style-type: none"> Plot / sub-plot Characterisation Message / theme Background and setting Mood, ironic twist and ending Stage directions <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” - Form opinions and evaluate the text, summarize the text, answer questions on the text. 	<p>Record a transactional text: 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>Morphology: Classifiers</p> <p>Syntax/Semantics: Prepositions</p>
Week 3 - 4	<p>Observing and Signing strategies:</p> <p>Observe, follow and give instructions or procedures</p> <ul style="list-style-type: none"> Observe the product carefully 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” an information text, e.g. instructions or procedures</p>	<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>	<p>Syntax/ Semantics: Adjectives Synonyms, antonyms, paronyms, iconicity, polysemes, homonyms</p>

GRADE 8 - TERM 2				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	<ul style="list-style-type: none"> 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>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” – Introducing the text “During reading” - Infer meaning from the text Post-reading” - Form opinions and evaluate the text, summarize the text, answer questions on the text. 	<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>Discourse:</p> <p>Cohesion and coherence</p> <p>Chunking</p>
	<p>FORMAL ASSESSMENT TASK 1</p> <p>OBSERVING AND SIGNING: (task started in Term 1 to be continued)</p> <p>(Teachers start the process during Term 1 and ensure that all learners are assessed by the end of Term 2)</p>			
Week 5 - 6	<p>Observing and signing strategies:</p> <p>Presentation on a social 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” - Form opinions and 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record a social media message (informal “letter”, e.g. business, announcement, invitation)</p> <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>Synonyms, antonyms, paronyms, iconicity, polysemes, homonyms</p>

GRADE 8 - TERM 2				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
		evaluate the text, summarize the text, answer questions on the text.		
FORMAL ASSESSMENT TASK 4 TRANSACTIONAL TEXT: (Recorded before the controlled test) Any type done during the term (10 marks)				
Week 7 – 8	Observing and Signing strategies: Observe a short story / folklore Observing for comprehension <ul style="list-style-type: none"> Identify main and supporting ideas Share ideas and experiences and show understanding of concepts Answer questions Follow the observing process indicated above. Discuss the story/folklore <ul style="list-style-type: none"> Identify characters Discuss the theme and message Discuss setting, plot and sub-plot/s Discuss narrator's viewpoint 	Visual Reading and Viewing for comprehension: "Read" a literary text: poem Focus on: <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. 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" - Form opinions and evaluate the text, summarize the text, answer questions on the text. 	Record a transactional text Use appropriate conventions: Record a review of a story <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 	Figures of speech: simile, metaphor, personification, idioms, hyperbole, contrast, euphemism Discourse: Cohesion and coherence Chunking Role-shift
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) 				

GRADE 8 - TERM 2				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	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 three prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> Recording Process Chunking Transactional Texts Essay Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities
Week 9 - 10	GRADE 8 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2			
FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING (Task commenced in Term 1 and continued in Term 2) (20 marks)		FORMAL ASSESSMENT TASK 4 TRANSACTIONAL TEXT (Recorded before the controlled test) (10 marks)	FORMAL ASSESSMENT TASK 5 CONTROLLED TEST RESPONSE TO TEXTS (60 marks) <ul style="list-style-type: none"> Literary / non-literary text (20 marks) Visual text (10 marks) Summary (10 marks) Language structures and Conventions (20 marks) 	

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 8 – Term 3

GRADE 8 - TERM 3				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
Week 1-2	<p>Observing and Signing strategies:</p> <p>Observe a short story 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</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>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"> Answer questions Draw conclusions 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a literary text: short / 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 Infering 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” - Form opinions and evaluate the text, summarize the text, answer questions on the text. 	<p>Record own short story</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Logical order of sentences Ensure cohesion Use a variety of sentences types, lengths and structures <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting <p>Create own story following the process outlined. Best story ‘published’/”read” in class.</p>	<p>Syntax/ Semantics: Adjectives Synonyms, antonyms, paronyms, iconicity, polysemes, homonyms</p> <p>Discourse: Cohesion and coherence Chunking Roleshift</p>
Week 3-4	<p>Observing and Signing strategies</p> <p>Observing for comprehension:</p> <p>Signed comment to the press</p> <ul style="list-style-type: none"> Identify the signer's purpose 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a non-fiction text e.g. news item, magazine item</p> <ul style="list-style-type: none"> Skim and scan signed text features 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record a comment to the press</p> <ul style="list-style-type: none"> Get the attention of the audience 	<p>Morphology: Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs;</p> <p>Function of space</p>

	<ul style="list-style-type: none"> 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>Discussion (teacher leads) – Research based on Literature Project</p> <ul style="list-style-type: none"> Methodology / the process Purpose Approach Instructions 	<ul style="list-style-type: none"> 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” - Form opinions and evaluate the text, summarize the text, answer questions on the text. 	<ul style="list-style-type: none"> Present a convincing point of view Use formal language style and register Give facts and express <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	
	<p>FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT</p> <p>Stage 1: Research (Learners do research on their project)</p> <p>(20 marks)</p>			
Week 5-6	<p>Discussion (teacher leads) – Research based on Literature Project</p> <ul style="list-style-type: none"> Methodology / the process Purpose Approach Instructions 	<p>Visual Reading and Viewing for information</p> <p>Layout of the different project topics / items e.g. a PowerPoint presentation, review, etc. Key features such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</p> <p>Revision/recap of genres and text types (literary / non-literary) learners were exposed to during the 1st semester (Term 1 and 2).</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” - Form opinions and evaluate the text, summarize the text, answer questions on the text. 	<p>Recording based on selected genre / project topic</p> <p>Recording of the actual project:</p> <ul style="list-style-type: none"> Correct format and features Organize content (mind map) Main and supporting ideas Chunking Logical progression of chunks to ensure coherence Language conventions <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>Adverbs</p> <p>Pronouns (placement and indexing)</p> <p>Discourse:</p> <p>Cohesion and coherence</p> <p>Chunking</p> <p>Roleshift</p>

	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 2: Writing (Learners engage in the write-up of their project) (30 marks) <ul style="list-style-type: none"> • Planning/pre-recording of the creative recording project • Drafting • Revising • Editing • Proofreading • Presenting 			
Week 7-8	Presentation on the project – the nature dependent on the school's context	Visual Reading and Viewing linked to the presentation done in Observing and Signing 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” - Form opinions and evaluate the text, summarize the text, answer questions on the text. 	Learners present what they have captured in the Creative Recording Project	Reinforcement of language structures and conventions covered in previous weeks
	FORMAL ASSESSMENT TASK 7 CREATIVE RECORDING PROJECT Stage 3: Signed (“oral”) presentation (Learners do the signed (“oral”) presentation of their projects) (20 marks) <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 Commence with the Observing and Signing (“oral”) task in Term 3 and conclude in Term 4 when the mark will be recorded.			

<p>Week 9 – 10</p>	<p>Observe a dialogue (one signer)</p> <ul style="list-style-type: none"> Observe dialogue conventions, such as turn taking. Observe body language Observe language register and tone. Observe beginning and conclusion Compile questions Make notes <p>Follow the observing process indicated above</p> <p>Sign a dialogue (one signer - by using roleshift) Ensure:</p> <ul style="list-style-type: none"> Use of correct dialogue conventions, such as turn taking. Appropriate body language Appropriate language register and tone. Suitable beginning and conclusion 	<p>Visual Reading and Viewing for information:</p> <p>“Read” a literary text: poem</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” - Form opinions and evaluate the text, summarize the text, answer questions on 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 figures of speech <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Figures of speech: simile, metaphor, personification, idioms, hyperbole, contrast, euphemism</p>
<p>FORMAL ASSESSMENT TASK 8: 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"> Visual Reading Process Visual Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	<p>Recording activities</p> <ul style="list-style-type: none"> Recording Process Chunking Transactional Texts Essay Creative Writing 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> Variety of Language Structures and Convention activities

GRADE 8 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3**FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT**

- Research & recording (“write-up”) of the project (20 + 30 = 50 marks)

FORMAL ASSESSMENT TASK 7: CREATIVE RECORDING PROJECT

- 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)**

- Poem (10 marks)
- Drama (10 marks)
- Short Stories (10 marks)

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 8 – Term 4

GRADE 8 - TERM 4				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
Week 1-2	<p>Observing and signing strategies:</p> <p>Observing for comprehension: 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: 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"> • Answer questions • Draw conclusions <p>Different forms of signed communication: 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” an information text with visuals, e.g. maps or graphs</p> <ul style="list-style-type: none"> • Format • Language use • Features <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” - Form opinions and evaluate the text, summarize the text, answer questions on the text. <p>Make a summary using the visual text</p>	<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>Syntax/ Semantics: Adverbs of time, manner, location, intensification</p> <p>Modals</p>

GRADE 8 - TERM 4				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
Week 3-4	<p>Observing and Signing strategies Observing for comprehension: 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 as indicated above:</p> <p>Prepared/unprepared presentation: 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: "Read" a non-fiction text e.g. news report</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" - Form opinions and evaluate the text, summarize the text, answer questions on the text. <p>Comprehension test</p>	<p>Record a transactional text Use appropriate conventions:</p> <p>Record a report</p> <ul style="list-style-type: none"> Give a title, introduction, body, conclusions, recommendations, references, appendices Use semi-formal/formal language, register and style Use factual descriptions Use present tense (except historical reports) <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading Presenting 	<p>Morphology: Predicates: Temporal aspects: simple/punctual – repetitive/iterative, habitual</p> <p>Syntax/ Semantics: Tense</p>
<p>FORMAL ASSESSMENT TASK 7 OBSERVING AND SIGNING: (20 marks) (Learners will sign the presentation of their projects) (Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of the term)</p>				
Week 5-6	<p>Observing for comprehension: Observe a non-fiction text, e.g. Deaf history</p> <ul style="list-style-type: none"> Explain the observing process Make notes after observing Answer questions 	<p>Visual reading and viewing for comprehension: "Read" a non-fiction text, e.g. diary entry/vlog, Deaf history</p> <ul style="list-style-type: none"> The format Language use Signing mode Target audience <p>Follow the visual reading process:</p> <ul style="list-style-type: none"> "Pre-reading" – Introducing the text "During reading" - Infer meaning from 	<p>Record a transactional text 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 	<p>Syntax/ Semantics: Adverbs of time, manner, location, intensification Modals</p> <p>Morphology: Predicates: Temporal aspects: simple/punctual – repetitive/iterative, habitual</p> <p>Syntax/ Semantics: Tense</p>

GRADE 8 - TERM 4				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
		the text <ul style="list-style-type: none">• “Post-reading” - Form opinions and evaluate the text, summarize the text, answer questions on the text.	<ul style="list-style-type: none">• Drafting• Revision• Editing• Proof-“reading”• Presenting	
	FORMAL ASSESSMENT TASK 9: WRITING Transactional texts: Any type done during the term / year (10 marks) (Recorded before the controlled test)			
Week 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 <ul style="list-style-type: none">• Reading comprehension• Summary• Literature:<ul style="list-style-type: none">- Longer stories/short stories/folklore- Drama- Poems	Prepare for examination Recording: <ul style="list-style-type: none">• Essays• Transactional texts	Revision and preparation for examination Syntax/ Semantics Morphology Syntax/ Semantics Figures of Speech
Week 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">• Visual Reading Process• Visual Reading Comprehension activities• Literature activities based on the three prescribed genres for the semester	Recording activities <ul style="list-style-type: none">• Recording Process• Chunking• Transactional Texts• Essay• Creative Writing	Language Structures and Conventions activities <ul style="list-style-type: none">• Variety of Language Structures and Convention activities

GRADE 8 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4		
<p>FORMAL ASSESSMENT TASK 7)</p> <p>OBSERVING AND SIGNING (20 marks</p> <ul style="list-style-type: none"> Signed (“oral”) presentation of the project <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:</p> <p>RECORDING</p> <p>Transactional texts: (10 marks)</p> <p>Recorded before the controlled test</p>	<p>FORMAL ASSESSMENT TASK 10</p> <p>CONTROLLED TEST</p> <p>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)