



2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 9 (TERM 1)

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
1	Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.			
2-4	<p>Observing and signing strategies: “Observe” a visual text, e.g., advertisement: Observe for critical analysis and evaluation:</p> <ul style="list-style-type: none"> • The target market (for whom the advertisement is intended?) • Positioning (where and when the advertisement will appear – in what media, at what time and where in the programme?) • Appeals (to what sense is the advertisement appealing?) • The structure • The attitude (sincere or not) and the ratio between fact and opinion • The effectiveness of the choice of colour or lack thereof • The language used (whether it is clichéd, repetitive, figurative or rhetorical) <p>Follow the observing and signing process:</p> <ul style="list-style-type: none"> • “Pre-observing” – Introducing the text • “During observing” - Infer meaning from the text • “Post-observing” - Form opinions and evaluate the text, summarise the text, answer questions on the text. 	<p>Visual reading and viewing for comprehension “Read” a visual text, e.g., an advertisement: Reading strategies:</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, summarise the text, answer questions on the text. 	<p>Transactional texts: 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>Reinforcement of language structures and conventions covered in previous grades: Morphology:</p> <ul style="list-style-type: none"> • Nouns • adjectives • indicating verbs • type of signs <p>Syntax:</p> <ul style="list-style-type: none"> • Nouns • adjectives • tenses
<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.)</p>				

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
5-7	<p>Observing and signing strategies Observe for literature text: Identify and discuss:</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: Introduce learners to the observing process During observing: questioning, recognising 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 literature Answer questions Draw conclusions <p>Prepared Presentation (story / novel)</p> <ul style="list-style-type: none"> Using techniques such as signing mode, signing size / modulation, pace / tempo, phrasing, eye contact, facial expressions, non-manual features, gestures and body language 	<p>Visual reading and viewing literary text: for example: story “Read” story:</p> <ul style="list-style-type: none"> Key features such as characters, theme, message, setting, plot, sub-plots, narrator’s viewpoint. <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”: draw conclusions / form opinions and evaluate the text / discuss different interpretations of a signed text / compare and contrast / summarise the text / evaluate <p>“Visual reading and viewing visual texts:</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 of camera features – zooming in / out. Analyse, interpret, evaluate and respond to a range of visual texts 	<p>Record a narrative / descriptive / reflective / argumentative essay: 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>Reinforcement of language structures and conventions covered in previous weeks Morphology: Morphological process</p> <ul style="list-style-type: none"> Noun-verb pairs (segmental structure), e.g., SASL – BROOM SWEEP Compounds, e.g., ASL – good night; SASL: mother, father, parent) Plural (e.g., classifiers; repeating the noun / reduplication; adjective) Lexicalised fingerspelling (signs made up from fingerspelled words), e.g., DO Numeral incorporation (sign changes to incorporate numbers)
8-10	<p>Observing and signing strategies: Observe a newspaper report: 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 	<p>Visual Reading and Viewing for newspaper / magazine / report: Reading strategies:</p> <ul style="list-style-type: none"> Skim and scan signed text features Infer meaning and understand meaning of content 	<p>Record a transactional text: Use appropriate conventions: Record a magazine report / vlog</p> <ul style="list-style-type: none"> Collect and organize facts Describe the context and purpose Use semi-formal / formal language 	<p>Reinforcement of language structures and conventions covered in previous weeks: Syntax / Semantics: Figures of speech:</p> <ul style="list-style-type: none"> simile metaphor

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
	<p>techniques where applicable</p> <ul style="list-style-type: none"> • Reflect, clarify and discuss <p>Follow the observing process as indicated above.</p> <p>Prepared presentation: news report</p> <ul style="list-style-type: none"> • Give exact feedback / details on news • Collect and organize information • Prepare a coherent presentation with title, introduction and conclusion <p>Use semi-formal / formal language, register and style</p>	<ul style="list-style-type: none"> • 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, summarise the text, answer questions on the text. <p>Poetry:</p> <ul style="list-style-type: none"> • theme and message • imagery • internal structure of a poem, figures of speech, sign choice, neologisms, signing mode (emotional intention), emotional responses, rhetorical devices • external structure of a poem, lines, signs, stanzas, links, rhyme, rhythm, eye gaze, pausing, refrain, repetition, alliteration (repetition of parameters), symmetry (vertical, horizontal) • analyse and discuss the five parameters in different sign utterances and how they impact on the meaning. <p>Visual reading and viewing for comprehension</p> <p>“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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • personification • idioms • synecdoche • metonymy, • hyperbole • contrast • irony • sarcasm • anti-climax • euphemism • paradox

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
FORMAL ASSESSMENT TASK 2: ESSAY: (Based on work done during the term) Descriptive / Narrative / Reflective / Argumentative (40 marks)				

FORMATIVE ASSESSMENT ACTIVITIES (Assessment for learning as an ongoing process)			
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 conventions activities

GRADE 9 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: RECORDING ESSAY: (Based on work done during the term) Descriptive / Narrative / Reflective / Argumentative (40 marks)	FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXT (70 marks) <ul style="list-style-type: none"> • Literary / non- literary Text (25 marks) • Visual text (15 marks) • Summary (10 marks) • Language structures and conventions (20 marks)

2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 9 (TERM 2)

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
1	Standardised baseline assessment and orientation to be conducted during the first 3 days of the term in Week 1. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.			
2-4	<p>Observing and signing strategies: Observe for comprehension: 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>“Re-tell” the short story:</p> <ul style="list-style-type: none"> Show events in correct sequence Mention characters correctly Mention the timeline <p>Prepared Presentation: Learners undertake research or investigation as a preparatory activity: Presentation:</p> <ul style="list-style-type: none"> Presentation convention Body language Introduction body and conclusion Sign choice / language structure 	<p>Visual Reading and Viewing for literature text: “Read” a signed literary text: short story / longer story: Focus on key features of literature texts:</p> <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, summarise the text, answer questions on the text. <p>Briefly summarise the text: Poetry:</p> <ul style="list-style-type: none"> theme and message imagery internal structure of a poem, figures of speech, sign choice, neologisms, signing mode (emotional intention), emotional responses, rhetorical devices external structure of a poem, lines, signs, stanzas, links, rhyme, rhythm, eye gaze, pausing, refrain, repetition, alliteration (repetition of parameters), symmetry (vertical, horizontal) analyse and discuss the five parameters in different sign utterances and how they impact on the meaning. 	<p>Record a transactional text: Use appropriate conventions: 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>Record a diary entry (vlog) following the process approach to recording</p>	<p>Reinforcement of language structures and conventions covered in previous terms: Phonology: <i>Phonological processes</i></p> <ul style="list-style-type: none"> Movement epenthesis Hold deletion/reduction Metathesis Assimilation

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
FORMAL ASSESSMENT TASK 1 (Continued from Term 1)				
OBSERVING AND SIGNING: (20 Marks)				
(Teachers start the process during Term 1 and ensure that all learners are assessed by the end of Term 2)				
5-7	<p>Observing and signing strategies:</p> <p>Observing for comprehension - “speech”</p> <ul style="list-style-type: none"> • Discuss features of a prepared speech • Identify and explain language use • Identify and discuss features in the speech <p>Follow the observing process as indicated above.</p> <p>Different forms of signed unprepared presentations:</p> <ul style="list-style-type: none"> • Learner will role-play the speaker and present a speech on a similar topic. • Use clearly expressed ideas / language showing awareness of audience and purpose • Use appropriate language register and tone • Use appropriate facial expression / body language • Use persuasive language where applicable • Use effective introduction and conclusion 	<p>Visual Reading and viewing for short story / novel:</p> <p>Focus on key features of literature texts:</p> <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, summarise the text, answer questions on the text. <p>Visual Reading and Viewing for newspaper articles/magazine articles for information and comprehension</p> <p>Reading strategies:</p> <ul style="list-style-type: none"> • Skim and scan signed text features • Infer meaning and understand meaning of content • Understand purpose of text • Fact and opinion • Give own opinion • Meaning of unfamiliar signs • Coherence of presentation • Sign choice / Language structure 	<p>Record an essay:</p> <p>Narrative / Descriptive / Discursive / Argumentative essay</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> • Contemplate an idea • Present an emotional response • Recreate recollections of the presenter • Express thoughts, feelings and personal involvement • Give a range of arguments to support and substantiate view • Express subjective and strong opinions <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting <p>Record an essay following the process approach to recording</p>	<p>Reinforcement of language structures and conventions covered in previous weeks:</p> <p>Syntax / Semantics:</p> <ul style="list-style-type: none"> • Synonyms • Antonyms • Paronyms • Polysemes • Homonyms • Iconicity • Neologisms • Etymology <p>Discourse:</p> <p>Role shift</p>

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
8-10	<p>Observing and signing strategies: Observe for signed text such as interview/speech/story telling for comprehension</p> <ul style="list-style-type: none"> Identify main and supporting ideas by making notes Share ideas and experiences and show understanding of concepts Identify persuasive/manipulative techniques Answer questions <p>Dialogue (two or more signers)</p> <ul style="list-style-type: none"> Initiate the conversation Maintain topic Follow turn-taking rules Use SASL conventions appropriately including eye contact, register, style Conclude the dialogue 	<p>Visual reading and viewing for comprehension “Read” a literature text, e.g., story Focus on key features of literature texts:</p> <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, summarise the text, answer questions on the text. <p>Poetry</p> <ul style="list-style-type: none"> theme and message imagery internal structure of a poem, figures of speech, sign choice, neologisms, signing mode (emotional intention), emotional responses, rhetorical devices external structure of a poem, lines, signs, stanzas, links, rhyme, rhythm, eye gaze, pausing, refrain, repetition, alliteration (repetition of parameters), symmetry (vertical, horizontal) analyse and discuss the five parameters in different sign utterances and how they impact on the meaning. <p>Visual reading and viewing for comprehension</p>	<p>Record a transactional text: Use appropriate conventions: Record a report:</p> <ul style="list-style-type: none"> Plan: collect and organise information; sign facts Give a title, introduction (background, purpose and scope), body (Who? Why? Where? When? What? How?) conclusions, recommendations, references, appendices Use semiformal to formal language register and style Use Present tense (except historical reports) o The third person (role shifting as needed) Factual description Technical words and phrases Formal, impersonal language <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting <p>Record a report following the process approach to recording.</p>	<p>Reinforcement of language structures and conventions covered in previous weeks: Syntax / Semantics:</p> <ul style="list-style-type: none"> Synonyms Antonyms Paronyms Polysemes Homonyms Iconicity Neologisms Etymology

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
		<p>“Read” a visual text, e.g., cartoon/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. <p>Analyse, interpret, evaluate and respond to a text</p>		
<p>FORMAL ASSESSMENT TASK 4: RECORDING TRANSACTIONAL TEXT: Any type covered during Term 1 and Term 2 (2 short or 1 long: 20 marks) (Recorded before the June Controlled Test)</p>				
10	<p>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXT (70 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Language Structures and conventions (20 marks) 			

GRADE 9 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2
(Assessment for learning as an ongoing process)

Observing and signing activities: <ul style="list-style-type: none"> • Variety of observing and signing activities 	Visual reading and viewing activities: <ul style="list-style-type: none"> • Visual reading process • Visual reading comprehension activities • Visual reading activities 	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
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GRADE 9 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2

<p>FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING</p> <p>(Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2) (20 marks)</p>	<p>FORMAL ASSESSMENT TASK 4: RECORDING</p> <p>TRANSACTIONAL TEXT: (2 short or 1 long: 20 marks) (Recorded before the controlled test) Text from Term 1 and 2 (20 marks)</p>	<p>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXT (70 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary/ non-literary text (25 marks) • Question 2: Visual text (15 marks) • Question 3: Summary (10 marks) • Language structures and conventions (20 marks)
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2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 9 (TERM 3)

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
1	Standardised baseline assessment and orientation to be conducted during the first 3 days of the term in Week 1. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.			
2-4	<p>Observing and signing strategies: Observe and discuss a negotiation (teacher leads)</p> <ul style="list-style-type: none"> Structure and development of ideas Using negotiation skills to reach consensus Language style <p>Forum Discussions: The signer should:</p> <ul style="list-style-type: none"> "listen to" another accept others' points when necessary and not interrupt other signers make logical links between points keep to the topic try to bring people into the discussion and interrupt politely express opinions and give reasons 	<p>Visual reading and viewing for comprehension: Drama:</p> <ul style="list-style-type: none"> Read a signed literary text: drama Focus on key features of literature texts: <ul style="list-style-type: none"> Dramatic structure / plot / sub-plot Characterisation 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": Form opinions and evaluate the text, summarise the text, answer questions on the text. <p>Poetry:</p> <ul style="list-style-type: none"> theme and message imagery internal structure of a poem, figures of speech, sign choice, neologisms, signing mode (emotional intention), emotional responses, rhetorical devices external structure of a poem, lines, signs, stanzas, links, rhyme, rhythm, eye gaze, pausing, refrain, repetition, alliteration (repetition of parameters), symmetry (vertical, horizontal) analyse and discuss the five parameters in different sign utterances and how they impact on the meaning. 	<p>Transactional text e.g., dialogue:</p> <ul style="list-style-type: none"> Outline a scenario before signing Introduce and place the characters Use role shift appropriately Reflect a conversation between two or more people Present exchanges as they occur, directly from the signer's point of view <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading Presenting <p>Record a dialogue following the process approach to recording.</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Morphology:</p> <ul style="list-style-type: none"> Derivational morphology Inflectional morphology <p>Discourse:</p> <ul style="list-style-type: none"> Role shift

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
5-7	<p>Discussion (teacher leads) – Research based on Literature Project:</p> <ul style="list-style-type: none"> • How to do research • Information about project work: • Methodology / the process, • Purpose • Approach • Instructions • Stages in the project work • Asks and answers questions • Shares ideas and opinions 	<p>Read for information based on the topics and genres selected.</p> <p>Select relevant information from research (to be provided by teacher or brought to school from home)</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, summarise the text, answer questions on the text. <p>Compile a bibliography of the resources used.</p> <p>Read for Comprehension and reading strategies; visual texts:</p>	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record an interview</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> • Introduce and place the interviewee and interviewer • Use role shift to represent the interview • Probe the interviewee by asking questions • 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>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Morphology:</p> <p>Verbs:</p> <ul style="list-style-type: none"> • indicating verbs • plain verbs • transitive and intransitive verbs • classifiers <p>Function of space</p>
<p>FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT</p> <p>Stage 1: Research (Learners conduct research on their projects) (20 marks)</p>				
8-10	<p>Observing and signing strategies:</p> <p>Discussion on the project:</p> <ul style="list-style-type: none"> • Topic guidance • Driving question • Hypothesis • Observe information on the topics • Take notes • Ask questions • Give answers • Understand the expected outcomes of each topic 	<p>Visual reading and viewing for comprehension:</p> <p>Read a literary text for the project:</p> <ul style="list-style-type: none"> • Read and view multiple resources to understand the requirements needed for the specific topic/presentation required. <p>Reading / viewing for comprehension (Visual and signed texts):</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Skim and scan signed text features • Infer meaning and understand meaning of content • Understand purpose of text • Fact and opinion 	<p>Respond to topic, driving question and hypothesis in signing.</p> <p>Draft the text by referencing the research findings (notes):</p> <ul style="list-style-type: none"> • Focus on the following: • Use main and supporting ideas • Use point form or chunks • Include all important information • Include specific details of the required signed text (use of quotations (role shift), substantiating and motivating the argument) • Avoid unnecessary detail 	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Syntax / Semantics:</p> <ul style="list-style-type: none"> • Adjectives • Pronouns (placement and indexing)

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> • Give own opinion • Meaning of unfamiliar signs • Coherence of presentation • Sign choice / Language structure <p>Summarising the text</p>	<ul style="list-style-type: none"> • Be precise <p>Responses to the topics, driving question or hypothesis may be visual only (videos, etc.)</p> <p>The points below are important to note:</p> <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	

FORMATIVE ASSESSMENT ACTIVITIES (Assessment for learning as an ongoing process)			
<p>Observing and Signing activities:</p> <p>Variety of observing and signing activities</p>	<p>Visual reading and signing activities:</p> <ul style="list-style-type: none"> • Reading process • 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 signing <p>3 stages</p> <p>Stage 1: Research</p> <ul style="list-style-type: none"> • How to create / record a mind map notes / summarising information • how to record a bibliography <p>Stage 2: Recording</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	<p>Language structures and conventions activities</p>

GRADE 9 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3

<p>FORMAL ASSESSMENT TASK 6: CREATIVING PROJECT</p> <ul style="list-style-type: none"> • Research and recording of the project (10 + 20 + 20 = 50 marks) <p>Project based on any ONE genre studies: Poems/folklore/short stories/drama/novel</p>	<p>FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT (20 Marks)</p> <ul style="list-style-type: none"> • Signed (“oral”) presentation of the project (20 marks) 	<p>FORMAL ASSESSMENT TASK 8: RESPONSE TO LITERATURE (30 MARKS)</p> <ul style="list-style-type: none"> • * Question 1 (Compulsory): Poem (10 marks) Question 2: Drama/ Novel (10 marks) or • Question 3: Short Story or Folklore (10 marks)
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2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 9 (TERM 4)

TERM 4				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
1	Standardised baseline assessment and orientation to be conducted during the first 3 days of the term in Week 1. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.			
2-4	<p>Observing and signing strategies:</p> <p>Observing for comprehension: directions/instructions:</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>Summaries</p> <ul style="list-style-type: none"> In point form or chunk Include all important information Avoid unnecessary detail Be precise 	<p>Visual reading and viewing for comprehension</p> <p>Read” a literature text, e.g., drama:</p> <p>Focus on key features of literature texts:</p> <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, summarise the text, answer questions on the text. <p>Poetry:</p> <ul style="list-style-type: none"> theme and message imagery internal structure of a poem, figures of speech, sign choice, neologisms, signing mode (emotional intention), emotional responses, rhetorical devices external structure of a poem, lines, signs, stanzas, links, rhyme, rhythm, eye gaze, pausing, refrain, repetition, alliteration (repetition of parameters), symmetry (vertical, horizontal) analyse and discuss the five parameters in different sign utterances and how they impact on the meaning 	<p>Record a transactional text:</p> <p>Use appropriate conventions:</p> <p>Record giving instructions or directions:</p> <ul style="list-style-type: none"> Instructions must be in chronological order. 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>Reinforcement of language structures and conventions covered in previous terms</p> <p>Syntax/semantics:</p> <p>Adverbs of:</p> <ul style="list-style-type: none"> time manner location intensification <p>Modals</p>

TERM 4				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
FORMAL ASSESSMENT TASK 7: PAPER 1 <ul style="list-style-type: none"> Signed presentation of their projects Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4.				
5-7	Observing and signing strategies: Observing for comprehension: Observe a “Speech”: <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: Presentation discussion: <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 literature text: Drama: Focus on key features of literature texts: <ul style="list-style-type: none"> Plot / sub-plot Characterization Message / theme Background and setting Mood, ironic twist and ending 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, summarise the text, answer questions on the text. Reading / viewing comprehension: (visual text such as advertisement / cartoon): <ul style="list-style-type: none"> Skim and scan signed text features Infer meaning and understand meaning of content Understand purpose of text Fact and opinion Give own opinion Meaning of unfamiliar signs Coherence of presentation Sign choice / Language structure . 	Record a transactional text: Use appropriate conventions: Record a meeting and meeting procedures: <ul style="list-style-type: none"> Assign roles to members of the meeting Follow correct meeting convention Use appropriate register and style Give a summary report back of the meeting Follow the recording process: <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	Reinforcement of language structures and conventions covered in previous weeks: Morphology: Predicates: Temporal aspects: simple / punctual-repetitive / iterative, habitual

TERM 4				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
FORMAL ASSESSMENT TASK 9: RECORDING: PAPER 3 • Transactional Text: (2 short or 1 long: 20 marks) Recorded before the End-of-the Year Examination				
9-10	Observing and signing strategies: Revision	Visual reading and viewing: Revision of reading strategies and techniques to respond to texts.	Recording: Revision: • Essays • Transactional texts	Revision: Syntax / Semantics • Morphology Syntax / Semantics • Figures of Speech
END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10: PAPER 2 RESPONSE TO TEXT (70 MARKS) • Question 1: Literary / non-literary text (25 marks) • Question 2: Visual Text (15 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 	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 9 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4		
END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 7) OBSERVING AND SIGNING (20 marks): PAPER 1 <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>	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: RECORDING: PAPER 3 <ul style="list-style-type: none"> Transactional texts: (2 short or 1 long: 20 marks) <p>Recorded before End-of-Year Examination</p>	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10: PAPER 2 RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> Question 1: Literary / non-literary text (25 marks) Question 2: Visual text (15 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks)
GRADE 9 FORMAL ASSESSMENT TASKS		
SCHOOL BASED ASSESSMENT: DURING THE YEAR	END-OF-THE-YEAR EXAMINATION PAPERS	
7 FORMAL ASSESSMENT TASKS: <ul style="list-style-type: none"> 1 Observing and Signing 3 Recording Tasks 1 Response to texts 1 June controlled test 1 Literature test 	RECORDED EXAMINATIONS: <ul style="list-style-type: none"> Paper 2: Response to texts Paper 3: Transactional Texts 	OBSERVING AND SIGNING ASSESSMENT TASK: <ul style="list-style-type: none"> Paper 1: Presentation on the Creative Recording Project