



2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 8 (TERM 1)

TERM 1				
WEEK	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.				
1-3	<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: Follow up on the observing experience. Learners ask questions; discuss what the speaker signed, etc.</p>	<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, summarise 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 organise 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> <ul style="list-style-type: none"> Parameters Type of signs Minimal pairs Stokoe principle

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
1-3	<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 Register and style 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a non-fiction text e.g., formal / investigative report:</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 evaluate the text, summarise the text, answer questions on the text. <p>Comprehension test</p>	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record a formal/investigative report</p> <ul style="list-style-type: none"> Collect and organise 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>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>				
4-6	<p>Observe for comprehension - non-fiction text e.g., Advertisement and reviews</p> <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 <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 and reviews</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. Analyse, interpret, evaluate and respond to a range of advertisements 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record an advertisement and reviews</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 is the advertisement intended?) Positioning (where / when will advertisement appear?) Appeals (to what sense?) Structure of the advertisement Ratio between fact and opinion The effectiveness of colour, camera 	<p>Morphology:</p> <ul style="list-style-type: none"> Classifiers <p>Syntax / Semantics</p> <ul style="list-style-type: none"> Abstract nouns Determiners

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
	<p>Observing and signing strategies: Observe for comprehension: non-fiction text, e.g., formal report / investigative report:</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>Unprepared presentation: formal report / investigative report</p> <ul style="list-style-type: none"> Give the background, purpose and scope. Use semi-formal to formal language Collect and organise content Give a factual account Use correct language register and style Use role-shift appropriately if necessary Good opening/introduction and conclusion 	<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>technique and lighting - Effectiveness of language</p> <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	
7-10	<p>Observing and signing strategies: Discussion (teacher leads) - brainstorming; select relevant ideas; sequence main ideas</p> <p>Observe for comprehension in preparation for summary recording e.g., Short story</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>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 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 	<p>Record a narrative/reflective 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 Ensure sustained interest with style, rhetorical device and action Use descriptive elements Contemplate an idea Give emotional reactions and feelings 	<p>Syntax / Semantics Basic sentence types:</p> <ul style="list-style-type: none"> Statements negations questions commands topicalisation, conditionals compound

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> • “Post-reading” - Form opinions and evaluate the text, summarise the text, answer questions on the text. <p>Teacher teaches summary recording skills by exposing learners to the basic principles of summarizing.</p>	<ul style="list-style-type: none"> • 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>	
<p>FORMAL ASSESSMENT TASK 2: ESSAY: (Based on work done during the Term) Narrative or Reflective (30 marks)</p>				
<p>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (60 MARKS)</p> <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 				
9-10	<p>Observing and signing strategies: Observing for comprehension - prepared speech, e.g., by president, influential member of society</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>Prepared presentation – “speech”</p> <ul style="list-style-type: none"> • Choose an appropriate topic • Conduct research • Use effective introduction, body and conclusion 	<p>Visual reading and viewing for comprehension: “Read” a literary text: poem 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 	<p>Record a transactional text Use appropriate conventions: 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 	<p>Syntax / Semantics Basic sentence types: Statements, negations, questions, commands, topicalisation, conditionals, compound</p> <p>Figures of speech: simile, metaphor, personification, idioms, hyperbole, contrast, euphemism</p>

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> “During reading” - Infer meaning from the text “Post-reading” - Form opinions and evaluate the text, summarise the text, answer questions on the text 	<ul style="list-style-type: none"> Proof-“reading” Presenting 	

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 and 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 (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
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2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 8 (TERM 2)

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
1-3	<p>Observing and signing strategies: Observe for comprehension: longer 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 observing process. During observing: Questioning, recognizing, matching, note-taking, interpreting, identifying, etc. Post-observing: Follow 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 longer 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: “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 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 comprehension: Observe a literary text: poem: 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”: Form opinions and evaluate the text, summarise the text, answer questions on the text. 	<p>Record a transactional text: Record a drama review: Use appropriate conventions:</p> <ul style="list-style-type: none"> Reflect on individual response to a drama. Evaluate or provide ‘critique’ on 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:</p> <ul style="list-style-type: none"> Classifiers <p>Syntax / Semantics</p> <ul style="list-style-type: none"> Prepositions <p>Figures of speech:</p> <ul style="list-style-type: none"> simile metaphor personification idioms hyperbole contrast euphemism

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
4-6	<p>Observing and signing strategies: Observe, follow and give 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. Sign instructions on how to use a product:</p> <ul style="list-style-type: none"> • Become familiar with the object and process • Consider sign choice and technical language • Prepare a logical sequence of instructions • Consider pace and signing size / modulation • Use correct SASL structure 	<p>Visual reading and viewing for comprehension: “Read” an information text, e.g., instructions or procedures 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, summarise the text, answer questions on the text. 	<p>Record a transactional text: Use appropriate conventions: Record an instructional text, such as how to use a tool, prepare food, repair faults, etc.</p> <ul style="list-style-type: none"> • Use appropriate format, style • Focus on a target audience with purpose and context • Chunk cohesion • Use suitable sign choice and sentence structure • Logical sequencing <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	<p>Syntax / Semantics Adjectives:</p> <ul style="list-style-type: none"> • Synonyms, • antonyms, • paronyms, • iconicity, • polysemes, • homonyms <p>Discourse:</p> <ul style="list-style-type: none"> • Cohesion and coherence • Chunking • Role shift
<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>				

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
7-10	<p>Observing and signing strategies: Presentation on a social issue: 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: “Read” a non-fiction text e.g., business, announcement, invitation:</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 evaluate the text, summarise the text, answer questions on the text. 	<p>Record a transactional text: Use appropriate conventions: 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 Adjectives:</p> <ul style="list-style-type: none"> • Synonyms • antonyms • paronyms • iconicity • polysemes • homonyms
	<p>Observing and signing strategies: Observe a longer 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. 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>Record a transactional text: Use appropriate conventions: Record a review of a story:</p> <ul style="list-style-type: none"> • Reflect on individual response to a story. • Evaluate or provide ‘critique’ on 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/s name of publisher, etc. <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	
<p>FORMAL ASSESSMENT TASK 4 TRANSACTIONAL TEXT: (Recorded before the controlled test) Any type done during the term (10 marks)</p>				

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
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 process • Visual reading and 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 conversion activities
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) 	

2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 8 (TERM 3)

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
1-3	<p>Observing and signing strategies: 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. 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 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: “Read” a literary text: short 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”: Form opinions and evaluate the text, summarise the text, answer questions on the text. <p>Visual reading and viewing linked to the presentation done in observing and signing</p>	<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:</p> <ul style="list-style-type: none"> Synonyms antonyms paronyms iconicity polysemes homonyms <p>Discourse:</p> <ul style="list-style-type: none"> Cohesion and coherence Chunking Role shift

TERM 3					
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS	
4-6	<p>Observing and signing strategies</p> <p>Observing for comprehension: Non-fiction text e.g., newspaper articles and book reviews</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>Discussion (teacher leads)</p> <p>Research based on Literature Project:</p> <ul style="list-style-type: none"> Methodology / the process Purpose Approach Instructions <p>E.g., Deaf History</p> <p>Drama</p> <p>Poem</p> <p>Social issues</p> <p>Deaf community, etc.</p>	<p>Visual reading and viewing for comprehension: "Read" a non-fiction text e.g., newspaper articles and book reviews</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>Visual reading and viewing for information: "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 <p>"Post-reading" - Form opinions and evaluate the text, summarise the text, answer questions on the text.</p>	<p>Record a transactional text:</p> <p>Use appropriate conventions:</p> <p>Record own book review and newspaper articles:</p> <ul style="list-style-type: none"> Get the attention of the audience 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>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>Morphology:</p> <p>Verbs:</p> <ul style="list-style-type: none"> Indicating verbs plain verbs transitive and intransitive verbs <p>Function of space</p> <p>Figures of speech:</p> <ul style="list-style-type: none"> simile metaphor personification idioms hyperbole contrast euphemism

TERM 3				
WEEK	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) <ul style="list-style-type: none"> • Poems • Short stories • Drama 				
7-10	<p>Discussion (teacher leads) research based on literature project:</p> <ul style="list-style-type: none"> - Methodology / the process - Purpose - Approach - Instructions <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 role shift)</p> <p>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>Presentation on the project – the nature dependent on the school’s context</p>	<p>Visual reading and viewing for information:</p> <p>Layout of the different project topics / items e.g., a PowerPoint presentation, review, etc.</p> <p>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, summarise 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 • Organise 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>Learners present what they have captured in the creative recording project</p>	<p>Syntax / Semantics:</p> <ul style="list-style-type: none"> • Adjectives • Adverbs • Pronouns (placement and indexing) <p>Discourse:</p> <ul style="list-style-type: none"> • Cohesion and coherence • Chunking • Role shift <p>Reinforcement of Language structures and conventions covered in previous weeks</p>

FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT

Stage 2: Recording (Learners engage in recording of their research findings)

(30 marks)

Recording of findings can be done in the following ways:

Using the guided questions given by the teacher the learners will record their finding through (choice must be the learners, they can choose to use all 4):

- Mind maps
- Pictures
- Drawings
- Glossing

FORMAL ASSESSMENT TASK 7

CREATIVE RECORDING PROJECT

Stage 3: Signed presentation (Learners do the signed presentation of their projects following the recording process below)

(20 marks)

- Planning / pre-recording of the creative recording project
- Drafting
- Revising
- Editing
- Presenting

Signed presentation use:

- 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 (Signed) 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)

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

2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 8 (TERM 4)

TERM 4				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
1-3	<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:</p> <p>Pre-observing: Introduces learners to 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>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>Observe 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, summarise 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</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
4-6	<p>Observing and signing strategies: Observing for comprehension: Advert and reviews:</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: Prepared/unprepared presentation:</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: Observe a non-fiction text: advert and reviews:</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>Comprehension test</p>	<p>Record a transactional text: Use appropriate conventions: Record an advert and reviews</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:</p> <ul style="list-style-type: none"> Simple / punctual repetitive / iterative habitual <p>Syntax / Semantics: Tense</p>
<p>FORMAL ASSESSMENT TASK 7: PAPER 1 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>				
<p>FORMAL ASSESSMENT TASK 9: WRITING: PAPER 3 Transactional texts: Any type done during the term / year (10 marks) (Recorded before the controlled test)</p>				
<p>FORMAL ASSESSMENT TASK 10 PAPER 2 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) 				

FORMATIVE ASSESSMENT ACTIVITIES			
<p>Observing and signing activities</p> <ul style="list-style-type: none"> • Variety of observing and signing activities • observing and signing activities that comply with the Covid-19 conditions 	<p>Visual reading and viewing activities</p> <ul style="list-style-type: none"> • Visual reading process • Visual reading and 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 conversion activities
GRADE 8 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4 END OF YEAR EXAMINATION			
<p>FORMAL ASSESSMENT TASK 7: PAPER 1 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: PAPER 3 RECORDING</p> <p>Transactional texts: (10 marks)</p> <p>Recorded before the controlled test</p>	<p>FORMAL ASSESSMENT TASK 10 PAPER 2 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) <p>Question 4: Language structures and conventions (20 marks)</p>	