

2021 National Recovery Annual Teaching Plan South African Sign Language Home Language Grade 9 – Term 1

Grade 9 TERM 1				
WEEKS	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 – 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.			
2	<p>Observing and Signing strategies</p> <p>Observe for comprehension - short story/folklore</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>Discuss the story/folklore</p> <ul style="list-style-type: none"> • Identify characters • Discuss the theme and message • Discuss setting, plot and sub-plot/s • Discuss narrator's viewpoint 	<p>Visual Reading and Viewing for comprehension: “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, summarize the text, answer questions on the text. 	<p>Record a narrative/descriptive essay</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> • Depict a story: Past event / fiction • Use convincing story line. • Establish a time frame (i.e. past, present, future) and mark time changes. • Use a captivating introduction and conclusion • Reflect a point to be made • Ensure sustained interest with style, rhetorical device and action • Use descriptive elements <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	<p>Reinforcement of language structures and conventions covered in previous grades</p> <p>Phonology: Parameters Type of signs</p> <p>Minimal pairs: Stokoe principle and Movement–hold (Liddell and Johnson)</p>

Grade 9 TERM 1				
WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
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.)				
3-4	<p>Observing and Signing strategies</p> <p>Observing for comprehension:</p> <p>Signed news report</p> <ul style="list-style-type: none"> Identify the signer's purpose Note the main message and supporting ideas Identify persuasive / emotive and manipulating techniques where applicable Reflect, clarify and discuss <p>Follow the observing process as indicated above.</p> <p>Prepared presentation: news report</p> <ul style="list-style-type: none"> Give exact feedback / details on a story Collect and organize information Prepare a coherent presentation with title, introduction and conclusion Use semi-formal/formal language, register and style 	<p>Visual reading and viewing for comprehension:</p> <p>"Read" a non-fiction text e.g. 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</p> <p>Use appropriate conventions:</p> <p>Record a news 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>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Morphology: Classifiers</p>

Grade 9 TERM 1				
WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p>Observing and Signing strategies Observe for comprehension - short story/folklore</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 indicated above.</p>	<p>Visual Reading and Viewing for comprehension:</p> <p>“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 “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 reflective / 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>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Syntax/Semantics: Figures of speech: simile, metaphor, personification, idioms, synecdoche, metonymy, hyperbole, contrast, irony, sarcasm, anti-climax, euphemism, paradox</p>
<p>FORMAL ASSESSMENT TASK 2: ESSAY: (Based on work done during the Term) Descriptive/ Narrative/ Reflective/Argumentative (40 marks)</p>				

Grade 9 TERM 1				
WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p>Observing and Signing strategies:</p> <p>Conversation about drama:</p> <ul style="list-style-type: none"> • Take part in informal conversations • Use correct register • Maintain the conversation • Identify main and supporting ideas • Answer questions 	<p>Visual reading and viewing for 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>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Syntax/Semantics: Basic sentence types: Statements, negations, questions, commands, topicalisation, conditionals, compound</p>

Grade 9 TERM 1				
WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	<p>Observing and Signing strategies</p> <p>Observing for comprehension:</p> <p>Observe a signed non-fiction text:</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) on non-fiction text:</p> <ul style="list-style-type: none"> Signer's purpose The main message and supporting ideas Persuasive / emotive and manipulating techniques Language register and style 	<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 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>Record a social media message ('letter') of appreciation for help/advice received</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> Use informal to semi-formal language register and style Keep the message short, focused and sincere Include an introduction (greeting), a body and a conclusion Use an informal/a semi-formal salutation/ greeting Explain why you're recording the message Give a few specific details Allow the conclusion to range from informal to semi-formal Signer's name <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 term</p>
<p>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXT (70 marks)</p> <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) 				
FORMATIVE ASSESSMENT ACTIVITIES				
	<p>Observing and Signing activities</p> <ul style="list-style-type: none"> Variety of Observing and Signing activities Observing and Signing activities that comply with the Covid-19 conditions 	<p>Visual Reading and Viewing activities</p> <ul style="list-style-type: none"> Visual Reading Process Visual Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	<p>Recording activities</p> <ul style="list-style-type: none"> Recording Process Paragraphing 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 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)

- Literary/non- literary Text (25 marks)
- Visual Text (15 marks)
- Summary (10 marks)
- Language Structures and Conventions (20 marks)

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 9 – Term 2

Grade 9 TERM 2				
WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Observing and Signing strategies</p> <p>Observe 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 comprehension: “Read” a signed literary text: short story / longer 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 • “Post-reading” - Form opinions and evaluate the text, summarize the text, answer questions on the text. 	<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 • Drafting • Revision • Editing • Proof-“reading” • Presenting 	<p>Reinforcement of language structures and conventions covered in previous terms</p> <p>Phonology: <i>Phonological processes</i></p> <ul style="list-style-type: none"> • Movement epenthesis • Hold deletion/reduction • Metathesis • Assimilation

Grade 9 TERM 2				
WEEKS	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)			
3-4	<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 presentations:</p> <p>Role-play</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 comprehension:</p> <p>“Read” a eulogy</p> <ul style="list-style-type: none"> • Identify and discuss key features and conventions • Analyse language use • Identify /discuss emotive use of language • Analyse 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, summarize the text, answer questions on the text. 	<p>Visual Reading and Viewing for comprehension:</p> <p>Record a eulogy</p> <p>The following important information is given in a eulogy:</p> <ul style="list-style-type: none"> • A speech that praises someone highly, a tribute to someone. • Briefly introduce yourself and your relation with the deceased. • State basic information about the deceased, e.g. achievements/ highlights/ education/ community involvement. • Personal memories of family and friends can be shared. • A sympathy message to the family can be included. <p>NB:</p> <ul style="list-style-type: none"> • Language, style, and register can be formal or informal. • Be concise and well organized. • Use euphemism, e.g. 'passed away' instead of 'died'. <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>Syntax / Semantics</p> <ul style="list-style-type: none"> • Synonyms • Antonyms • Paronyms • Polysemes • Homonyms • Iconicity • Neologisms • Etymology <p>Discourse:</p> <p>Role shift</p>

Grade 9 TERM 2				
WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<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</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:</p> <p>“Read” a visual text, e.g. advertisement</p> <ul style="list-style-type: none"> Persuasive techniques: Emotive language, bias, persuasion, manipulative language. How language and images reflect and shape values and attitudes Impact of use of lighting and movement Impact camera features – zooming in / out. Analyse, interpret, evaluate and respond to a range of advertisements <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 summarizing.</p>	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record an advertisement:</p> <ul style="list-style-type: none"> Keep attention of viewer Consider the following in designing: <ul style="list-style-type: none"> The target market (for whom the advertisement is intended) Positioning (where / when advertisement will appear) Appeals (to what sense?) Structure of the advertisement Ratio between fact and opinion The effectiveness of colour, camera technique and lighting Effectiveness of language <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-“reading” Presenting 	<p>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>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 controlled test)</p>				

Grade 9 TERM 2

WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p>Observe for comprehension - non-fiction text</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>Class discussion (teacher leads) based on non-fiction text</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 	<p>Visual Reading and Viewing for comprehension:</p> <p>“Read” a non-fiction text on news / magazine items and summarize the text</p> <ul style="list-style-type: none"> • Skim and scan signed text features • Infer meaning • Understand purpose of text • Coherence of presentation • Sign choice / Language structure <p>Summarise 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 summary– learners record the summary done during Visual Reading and Viewing.</p> <ul style="list-style-type: none"> • In point form or chunks • Include all important information • Avoid unnecessary detail • Be precise <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” • Presenting 	<p>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
WEEKS 9-10	<p>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST</p> <p>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) 			

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 9 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2				
FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING (Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2) (20 marks)	FORMAL ASSESSMENT TASK 4: RECORDING TRANSACTIONAL TEXT (Recorded before the controlled test) (20 marks)	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST 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) Language Structures and Conventions (20 marks) 		

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 9 – Term 3

Grade 9 TERM 3				
WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Observing and Signing strategies</p> <p>Observe and discuss a negotiation (teacher leads)</p> <ul style="list-style-type: none"> • Structure and development of ideas • Using negotiation skills to reach consensus • Language style <p>Follow the observing process indicated above.</p>	<p>Visual reading and viewing for comprehension:</p> <p>Read a signed literary text: drama</p> <p>Focus on key features of literature texts:</p> <ul style="list-style-type: none"> • Dramatic structure / plot / sub-plot • 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, summarize the text, answer questions on the text. 	<p>Record a reflective / 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>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Morphology:</p> <p>Derivational morphology Inflectional morphology</p> <p>Discourse:</p> <p>Roleshift</p>

Grade 9 TERM 3				
WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p>Discussion (teacher leads) – Research based on Literature Project</p> <ul style="list-style-type: none"> • How to do a 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>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, summarize the text, answer questions on the text. 	<p>Record a transactional text</p> <p>Use appropriate conventions:</p> <p>Record an invitation and formal reply message</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> • Begin with a warm, friendly greeting • State the reason for the invitation • Provide enough information about your event • Include all essential details, e.g. time, date, place, duration, dress-code, RSVP, etc. • Conclude with an appeal to the person; We hope to see you there! <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: indicating verbs; plain verbs; transitive and intransitive verbs; classifiers</p> <p>Function of space</p>
<p>FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT</p> <p>Stage 1: Research (Learners conduct research on their projects)</p> <p>(20 marks)</p>				

Grade 9 TERM 3

WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<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 • 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>Unprepared presentation: instructions on how to use a product</p> <ul style="list-style-type: none"> • Become familiar with the object and process • Consider sign choice and technical language • Prepare a logical sequence of instructions • Consider pace and signing size/modulation • Use correct SASL structure 	<p>Visual reading and viewing for comprehension:</p> <p>Read for information non-fiction text, e.g. “speech”</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, summarize the text, answer questions on the text. <p>Make a summary of the non-fiction text</p>	<p>Use appropriate conventions:</p> <p>Record a summary on the non-fiction text done in Visual Reading and Viewing</p> <ul style="list-style-type: none"> • Use point form or chunks • Include all important information • Avoid unnecessary detail • Be precise 	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Syntax/ Semantics:</p> <p>Adjectives Pronouns (placement and indexing)</p>
<p>FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT (30 marks)</p> <p>Stage 2: Recording (Learners engage in the recording (“write-up”) of their project)</p> <ul style="list-style-type: none"> • Planning/pre-writing of the creative writing project • Drafting • Revising • Editing • Proofreading • Presenting 				

Grade 9 TERM 3				
WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	Presentation on the project – the nature dependent on the school's context	<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. 	Learners present what they have captured in the Creative Recording Project	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Figures of speech: simile, metaphor, personification, idioms, synecdoche, metonymy, hyperbole, contrast, irony, sarcasm, anti-climax, euphemism, paradox</p>
<p>FORMAL ASSESSMENT TASK 7 CREATIVE RECORDING PROJECT Stage 3: Signed (“oral”) presentation (Learners do the signed (“oral”) presentation of their projects) (20 marks)</p>				

Grade 9 TERM 3

WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	<p>Observing and Signing strategies: Observe an interview</p> <ul style="list-style-type: none"> • Observe interview conventions, such as turn taking. • Use questioning and summarizing techniques • Be persuasive and un-motive • Use clear, objective signing <p>Follow the observing process as indicated above.</p> <p>Engage in an interview Ensure:</p> <ul style="list-style-type: none"> • Use of correct interview conventions, such as turn taking. • Use role-shift appropriately • Appropriate body language • Appropriate language register and tone. • Suitable beginning and conclusion 	<p>Visual Reading and Viewing for comprehension: “Read” a visual text, e.g. advertisement</p> <ul style="list-style-type: none"> • Persuasive techniques: Emotive language, bias, persuasion, manipulative language. • How language and images reflect and shape values and attitudes • Impact of use of lighting and movement • Impact camera features – zooming in / out. • Analyse, interpret, evaluate and respond to a range of advertisements <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: Record an interview</p> <ul style="list-style-type: none"> • Use role shift to represent the interview. • Place the interviewer and interviewee • Use appropriate questioning techniques • Portray the interviewee’s strong points, talents, weak points <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” 	<p>Reinforcement of language structures and conventions covered in term</p>
9-10	<p>FORMAL ASSESSMENT TASK 8: RESPONSE TO LITERATURE</p> <ul style="list-style-type: none"> • Poem (10 marks) • Drama (10 marks) • Short Stories (10 marks) <p>(30 marks)</p>			

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 9 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3				
FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT <ul style="list-style-type: none"> Research & recording (“write-up”) of the project (20 + 30 = 50 marks) <p>Project based on any ONE genre studied: poems/ folklore /short stories/ drama/ longer story</p>	FORMAL ASSESSMENT TASK 7: CREATIVE RECORDING PROJECT <p>Signed (“oral”) presentation of the project (20 marks)</p> <p>Commence with the Signing (“oral”) task in Term 3 and conclude in Term 4 when the mark will be recorded.</p>	FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <ul style="list-style-type: none"> Poem (10 marks) Drama (10 marks) Short Stories (10 marks) 		

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 9 – Term 4

Grade 9 TERM 4				
WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<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>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: Prepared/Unprepared presentation on how to give instructions or directions</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Become familiar with object or process • Consider sign choice and technical language • Prepare a logical sequence of instructions • Use of pace and signing size/modulation • SASL structure 	<p>Visual Reading and Viewing for comprehension</p> <p>“Read” an information text with visuals, e.g. advertisement, 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 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: Adverbs of time, manner, location, intensification</p> <p>Modals</p>

Grade 9 TERM 4				
WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
	<p>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>FORMAL ASSESSMENT TASK 7: OBSERVING AND SIGNING (20 marks)</p> <ul style="list-style-type: none"> • Learners sign the presentation of their projects <p>Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4.</p>				
3-4	<p>Observing and Signing strategies</p> <p>Observing for comprehension: Observe a “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>Prepared presentation – “speech”</p> <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 	<p>Visual reading and viewing for comprehension:</p> <p>Read a non-fiction text e.g. formal 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, summarize the text, answer questions on the text. 	<p>Record a transactional text Use appropriate conventions:</p> <p>Record a news 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>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Morphology: Predicates: Temporal aspects: simple/ punctual-repetitive/ iterative, habitual</p>

Grade 9 TERM 4

WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p>Observing and signing strategies:</p> <p>Observing for comprehension: Observe a short story</p> <ul style="list-style-type: none"> Identify and discuss main message Discuss the plot and setting Recall specific details in the story Reflect on the message / values. <ul style="list-style-type: none"> “Re-tell” the story <p>Follow the observing process as indicated above.</p> <p>Different forms of signed presentations: Sign an unprepared presentation e.g. Short story</p> <ul style="list-style-type: none"> Sign story with beginning, middle and conclusion. Use Role-shift where necessary. Show elements of plot and characterisation. Present theme / message. Use descriptive sign language. 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a signed literary text: short story / longer 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 “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 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>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Syntax/Semantics: Tense</p>
<p>FORMAL ASSESSMENT TASK 9: RECORDING</p> <ul style="list-style-type: none"> Transactional Text: Any type covered during the year (2 short or 1 long: 20 marks) <p>Recorded before the controlled test</p>				

Grade 9 TERM 4				
WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p>Revision and preparation for examination</p> <p>Observing Observing for comprehension</p> <p>Signing Prepared presentation Unprepared presentation</p>	<p>Revision and preparation for examination</p> <p>Visual reading and viewing</p> <ul style="list-style-type: none"> • Reading comprehension • Summary • Literature: <ul style="list-style-type: none"> - Longer stories/short stories/folklore - Drama - Poems 	<p>Prepare for examination</p> <p>Recording:</p> <ul style="list-style-type: none"> • Essays • Transactional texts 	<p>Revision and preparation for examination</p> <p>Syntax/ Semantics Morphology Syntax/ Semantics Figures of Speech</p>
9-10	<p>FORMAL ASSESSMENT TASK 10: CONTROLLED TEST</p> <p>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) • 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 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 9 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> <ul style="list-style-type: none"> • Transactional texts: (2 short or 1 long: 20 marks) <p>Recorded before the controlled test</p>		<p>FORMAL ASSESSMENT TASK 10: CONTROLLED TEST</p> <p>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) • Question 4: Language Structures and Conventions (20 marks)