

2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 4 (TERM 1)

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1	Standardised Baseline Assessment and Orientation (set internally by the school) 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.			
1-2	Observes a story <ul style="list-style-type: none"> • Introductory activities: prediction • Identify and discuss the main message • Recall specific detail in the story • Reflect on values and message values • Discuss character, plot and setting • Follow the observing process [OBSERVING FOR COMPREHENSION] “Retell” a story <ul style="list-style-type: none"> • Retell events in correct sequence • Name the characters correctly 	“Read” a short story <ul style="list-style-type: none"> • “Pre-reading”: predicting from title and pictures • Use different types of questions in SASL • Identify main and supporting ideas • Interpret and discuss message • Comment on storyline • Follow the visual reading process [“READING” FOR COMPREHENSION]	Record a story based on a personal experience / event (narrative / descriptive) <ul style="list-style-type: none"> • Choose appropriate content for the topic • Use the story structure as format • Include characters • Use appropriate SASL structure. • Use a range of vocabulary related to topic Use the recording process <ul style="list-style-type: none"> • Planning / pre-recording • Drafting (recording) • Revising • Editing • Final recording and • Publishing / presenting [RECORDING: STORY]	Phonology: <ul style="list-style-type: none"> • Parameters • Types of signs [LS&C ACTIVITIES]
3-4	Observe and give directions <ul style="list-style-type: none"> • Introductory activities: prediction • Identify the features of instructional signed text • Sign clear instructions • Ask questions to clarify • Follow the observing process [OBSERVING FOR COMPREHENSION]	“Read” a poem <ul style="list-style-type: none"> • Ask and answer questions • Compare different poems viewed • Express feelings stimulated by the poem • Discuss main idea and specific details such as the figure of speech elements presented in the poem • Discuss the purpose of the text • Discuss some of the language used • Identify and discuss design features, rhythm, parameters, repetition etc. 	Record a simple poem <ul style="list-style-type: none"> • Produce short simple poems • Begin to use appropriate poetic devices, e.g., symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size • Uses appropriate SASL discourse conventions Use the recording process <ul style="list-style-type: none"> • Planning / pre-recording • Drafting (recording) 	Morphology: <ul style="list-style-type: none"> • Plural • Simple classifiers Syntax / Semantics: Concrete nouns: <ul style="list-style-type: none"> • common nouns • proper nouns • countable and uncountable nouns [LS&C ACTIVITIES]

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
		<ul style="list-style-type: none"> • Explain what the poem is about <p>[“READING” FOR COMPREHENSION]</p> <p>Reflect on texts “read” independently</p> <ul style="list-style-type: none"> • “Retell” main ideas in 1 minute • Express emotional response to poem <p>[“READING” FOR ENJOYMENT”]</p>	<ul style="list-style-type: none"> • Revising • Editing • Final recording and • Publishing / presenting <p>[RECORDING: POEM]</p>	
<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>				
5-6	<p>Observe and discuss a story</p> <ul style="list-style-type: none"> • Identify and discuss the main message • Recall specific detail in the story • Reflect on values and message values • Discuss character, plot and setting • Follow the observing process <p>[OBSERVING FOR COMPREHENSION]</p> <p>“Retell” a story</p> <ul style="list-style-type: none"> • “Retell” events in correct sequence • Name the characters correctly • Express thoughts and feelings 	<p>“Read” a story, e.g., short story</p> <ul style="list-style-type: none"> • “Pre-reading”: predicting from title and pictures • Use different types of questions in SASL • Identify main and supporting ideas • Interpret and discuss message • Comment on storyline • Follow the visual reading process <p>Reflect on texts “read” independently</p> <ul style="list-style-type: none"> • Relate to own life <p>[“READING” FOR ENJOYMENT]</p>	<p>Record a social media message to a friend</p> <ul style="list-style-type: none"> • Communicate thoughts and ideas coherently • Select appropriate detail and content for the topic • Use correct format • Use a variety of vocabulary • Relate to own experiences • Follow the recording process <p>[RECORDS A SOCIAL MEDIA MESSAGE]</p>	<p>Syntax:</p> <p>Basic sentence types:</p> <ul style="list-style-type: none"> • Statements • Questions <p>Discourse:</p> <p>Register variations</p> <p>[LS&C ACTIVITIES]</p>
<p>FORMAL ASSESSMENT TASK 2: RECORDING</p> <ul style="list-style-type: none"> • Essay (20 marks) <p>Narrative or Descriptive</p> <p>2 – 4 minutes</p> <p>Done during the term</p>				

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
7-8	<p>Observe an informational text with visuals</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identify main ideas and respond appropriately • Participate in a class discussion, explaining own opinion • Reflect, clarify and discuss • Ask critical questions • Follow the observing process 	<p>“Read” an informational text with visuals</p> <ul style="list-style-type: none"> • Infer meaning • Understand purpose of text • Express personal response to images • Evaluate the image for effectiveness • Confirm purpose and audience • Follow the visual reading process <p>[“READING” FOR COMPREHENSION]</p> <p>Reflect on texts “read” independently</p> <ul style="list-style-type: none"> • Relate to own life <p>[“READING” FOR ENJOYMENT]</p>	<p>Summarise informational text with support</p> <ul style="list-style-type: none"> • Use appropriate vocabulary • Use some new signs from the “read” text <p>[SUMMARY: INFORMATION TEXT]</p>	<p>Syntax / Semantics:</p> <p>Concrete nouns:</p> <ul style="list-style-type: none"> • common nouns • proper nouns • countable and uncountable nouns <p>Basic sentence types:</p> <ul style="list-style-type: none"> • statements • questions <p>(Focus on concepts that have been covered)</p> <p>[LS&C ACTIVITIES]</p>
<p>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks)</p> <ul style="list-style-type: none"> • Literary / Non- literary text (15 marks) • Visual text (10 marks) • Language Structures and Conventions (15 marks) <p>Activities for this task do not have to be done in one session.</p>				
9-10	<p>Observe and discuss an instructional text, e.g., recipe</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recall procedure • Identify the features of instructional text • Give clear instructions, e.g., on how to make a cup of tea • Ask questions to clarify • Comment on clarity of instructions <p>[OBSERVING FOR COMPREHENSION]</p>	<p>“Read” an instructional text</p> <ul style="list-style-type: none"> • Pre-reading”: predicting from title and pictures • Uses “reading” strategies, e.g., prediction, contextual clues • Discuss specific details of text • Discuss sequence of instructions • Discuss new signs • Follow the visual reading process <p>[“READING” FOR COMPREHENSION]</p>	<p>Record instructions e.g., how to make a cup of tea</p> <ul style="list-style-type: none"> • Instructions must be in in chronological order • List materials and ingredients • Plan and prepare • Become familiar with the process • Prepare clear and logical sequence of instructions • Use visual material <p>Use the recording process</p> <ul style="list-style-type: none"> • Planning / pre-recording • Drafting (recording) 	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>[LS&C ACTIVITIES]</p>

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
			<ul style="list-style-type: none"> • Revising • Editing • Final recording and • Publishing / presenting [RECORDING: INSTRUCTIONS]	

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 • “Reading” for Comprehension activities • Literature activities based on the prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> • Recording Process • Chunking • Transactional Texts • Essay • Creative Recording 	Language Structures and Conventions activities <ul style="list-style-type: none"> • Variety of language structures and convention activities

GRADE 4 SASL HLSUMMARY 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 <ul style="list-style-type: none"> • Essay (20 marks) Descriptive / narrative (2 – 4 minutes) During the term	FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 MARKS) <ul style="list-style-type: none"> • Literary / non- literary text (15 marks) • Visual text (10 marks) • Language structures and conventions (15 marks)
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2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 4 (TERM 2)

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1-2	<p>Observe and discusses a short story</p> <ul style="list-style-type: none"> Collect and synthesise information Express ideas and opinions Ask and answer questions Identify and comment on main idea and specific details Discuss character, plot and setting “Retell” the events in sequence Participate in class / teacher-led discussion e.g., on issues related to the story Follow the observing process <p>Describe a person / animal character / place from the story</p> <ul style="list-style-type: none"> Explain what the person / animal / character / place looks like, such as physical appearance, mannerisms and values Use a few new signs learnt from story Use adjectives Show understanding of setting, plot, conflict and theme <p>Do a role-play, based on the story</p>	<p>“Read” a short story</p> <ul style="list-style-type: none"> “Pre-reading” activities, e.g., prediction based on title Use different types of questions in SASL Identify main and supporting ideas Interpret and discuss message Comment on storyline Follow the visual reading process <p>[“READING” FOR COMPREHENSION]</p> <p>Do a comprehension activity on the text</p>	<p>Record a description of a character</p> <ul style="list-style-type: none"> This is a brief description of a character as if you were trying to introduce the character. Include in the description aspects, such as physical appearance, mannerisms and values <p>[RECORDING: DESCRIPTIVE ESSAY]</p> <p>Use the recording process</p> <ul style="list-style-type: none"> Planning / pre-recording Drafting (recording) Revising Editing Final recording and Publishing / presenting 	<p>Syntax / Semantics:</p> <p>Sentence types: Questions – Wh; Yes / No</p> <p>Discourse:</p> <p>Rhetoricals</p> <p>[LS&C ACTIVITIES]</p>
3-4	<p>Observe and discusses current issues based on news or magazine item</p> <ul style="list-style-type: none"> Introductory activities: prediction Observe for specific details Identify the main message Relate to own life Discuss the main ideas and specific detail 	<p>“Read” information text, e.g., news item</p> <ul style="list-style-type: none"> “Pre-reading”: predicting based on title and pictures Activate prior knowledge Ask and answer questions Explain opinions about the text Discuss new signs from the text 	<p>Record a news report based on personal experience / event</p> <ul style="list-style-type: none"> Plan: collect and organize information; sign facts Give a title Use an appropriate format, introduction (background, purpose, scope), body 	<p>Syntax / Semantics:</p> <ul style="list-style-type: none"> Adjectives synonyms antonyms <p>Discourse:</p> <p>Cohesion and coherence</p>

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
	<ul style="list-style-type: none"> Use information from the text in response to the questions Discuss the social, moral and cultural values in the text Participate in a class / teacher-led discussion <p>Present a prepared presentation</p> <ul style="list-style-type: none"> Select relevant content Use beginning / introduction, middle / body and ending / conclusion Stay on topic Use logical organisation of ideas Use correct sign vocabulary, grammar / syntax and body language Use presentation skills, e.g., signing mode, size, intensity, pace, pausing, eye contact, posture and gestures Use non-manual features correctly Use role shift where necessary <p>[PRESENTATION]</p>	<ul style="list-style-type: none"> Share thoughts and opinions Reflect on what was viewed Visualise what is being 'read' Evaluate and draw conclusions Follow the visual reading process <p>[“READING” FOR COMPREHENSION]</p> <p>Reflect on texts “read” independently</p> <ul style="list-style-type: none"> Retell story or explain main ideas Express emotional response to texts read <p>[“READING” FOR ENJOYMENT]</p>	<p>(answers to Who, What, Where, When, Why and How), conclusions</p> <ul style="list-style-type: none"> Select appropriate content Sequence events correctly Use appropriate vocabulary Use appropriate language and conventions – role shifting if needed <p>Use the recording process</p> <ul style="list-style-type: none"> Planning / pre-recording Drafting (recording) Revising Editing Final recording and Publishing / presenting <p>[RECORDS A NEWS REPORT]</p>	<p>Chunking</p> <p>[LS&C ACTIVITIES]</p>
<p>FORMAL ASSESSMENT TASK 1:</p> <p>OBSERVING AND SIGNING:</p> <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>				
5-6	<p>Observe weather reports</p> <ul style="list-style-type: none"> Introductory activities: prediction Observe for specific details <p>Participates in class / teacher-led discussions</p> <ul style="list-style-type: none"> Discuss usefulness of the information Link information to own life Discuss possible effects on people 	<p>“Read” information texts with visuals, e.g., charts / tables / maps</p> <ul style="list-style-type: none"> Infer meaning Understand purpose of text Express personal response to images Evaluate the image for effectiveness Confirm purpose and audience Follow the visual reading process 	<p>Summarise informational text (e.g., weather chart) with support</p> <ul style="list-style-type: none"> Use appropriate vocabulary Use some new signs from the text <p>[SUMMARY: INFORMATIONAL TEXT WITH VISUALS]</p>	<p>Syntax / Semantics:</p> <ul style="list-style-type: none"> Adjectives Adverbs of time Pronouns (placement and indexing) <p>Fingerspelling:</p> <p>Lexicalised fingerspelling</p> <p>[LS&C ACTIVITIES]</p>

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
	<ul style="list-style-type: none"> Compare conditions in different places, indicate preferred destinations with reasons Justify own opinion Identify features of weather reports: register and the nature of language used Use interaction strategies to communicate effectively in group situations <p>Observe a description of an object and describe it</p> <ul style="list-style-type: none"> Identify the object described correctly Use signs that correctly describe the object Use some new signs Use adjectives <p>[SIGNED PRESENTATION]</p>	<p>["READING" FOR COMPREHENSION] Reflect on texts "read" during independent "reading"</p> <ul style="list-style-type: none"> Compare texts "read" <p>["READING" FOR ENJOYMENT]</p>	<p>Record a description of a person/ animal/ place</p> <ul style="list-style-type: none"> Description is clear Use properly constructed complete sentences. Use appropriate grammar (adjectives), signs and structure <p>[RECORDING: DESCRIPTIVE ESSAY]</p>	
<p>FORMAL ASSESSMENT TASK 4:</p> <ul style="list-style-type: none"> Transactional text: (10 marks) <p>To be done before the controlled test</p>				
7-8	<p>Observes and carries out instructions, e.g., recipe/instructions for making something</p> <ul style="list-style-type: none"> Introductory activities: prediction Identifies the features of instructional text Signs clear instructions Asks questions to clarify Comments on clarity of instructions Follows the observing process <p>[OBSERVING FOR COMPREHENSION]</p> <p>Practises Observing and Signing (Choose one for daily practice)</p>	<p>"Reads" an instructional text</p> <ul style="list-style-type: none"> "Pre-reading": predicting based on the title and pictures Discusses feature of text Discusses specific details of text Discusses sequence of content Discusses new signs Answers questions Follows the visual reading process <p>["READING" FOR COMPREHENSION]</p>	<p>Records an instructional text e.g., how to make a sandwich</p> <ul style="list-style-type: none"> Instructions must be in chronological order Plans and prepares Becomes familiar with the process Considers vocabulary, grammar, expressions, technical language and phrases that might be use Prepares clear and logical sequence of instructions Uses visual material <p>Uses the recording process</p> <ul style="list-style-type: none"> Planning/pre-recording, 	<p>Morphology:</p> <p>Verbs:</p> <ul style="list-style-type: none"> Indicating verbs plain verbs <p>Syntax / Semantics:</p> <p>Tense</p> <p>Fingerspelling:</p> <p>Lexicalised fingerspelling</p> <p>[LS&C ACTIVITIES]</p>

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
	<ul style="list-style-type: none"> • Responds physically to instructions • Gives and follows simple instructions/ directions 		<ul style="list-style-type: none"> • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting <p>[RECORDS AN INSTRUCTIONAL TEXT]</p>	
9-10	<p>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (40 marks)</p> <ul style="list-style-type: none"> • Literary/non-literary text (15 marks) • Visual text (10 marks) • Summary (5 marks) • Language Structures and Conventions (10 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 • “Reading” for 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 recording 	<p>Language structures and conventions activities</p> <ul style="list-style-type: none"> • Variety of language structures and conventions activities

GRADE 4 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2		
<p>FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING (20 marks)</p> <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>	<p>FORMAL ASSESSMENT TASK 4: RECORDING</p> <ul style="list-style-type: none"> • Transactional text: (10 marks) <p>Recorded before the controlled test</p>	<p>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS)</p> <ul style="list-style-type: none"> • Question 1; Literary / non-literary text comprehension (15 marks) • Question 2: Visual text comprehension (10 marks) • Question 3: Summary (5 marks) • Question 4: Language structures and conventions in context (10 marks)

2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 4 (TERM 3)

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1-2	<p>Observe and discuss an information text</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identify main ideas and respond appropriately • Participate in a class discussion, explaining own opinion • Discuss specific details • Reflect, clarify and discuss • Ask critical questions • Follow the observing process 	<p>“Read” informational text with visuals, e.g., on social issues</p> <ul style="list-style-type: none"> • Infer meaning • Understand purpose of text • Express personal response to images • Evaluate the image for effectiveness • Confirm purpose and audience • Follow the visual reading process <p>[“READING” FOR COMPREHENSION]</p> <p>Reflects on texts “read” independently</p> <ul style="list-style-type: none"> • Compare texts “read” 	<p>Records a descriptive chunk</p> <ul style="list-style-type: none"> • Describe someone / something to allow viewer to experience the topic vividly • Create a picture in signs • Choose signs and expressions carefully to achieve the desired effect • Follow the recording process 	<p>Morphology:</p> <p>Verbs:</p> <ul style="list-style-type: none"> • Indicating verbs • plain verbs <p>[LS&C ACTIVITIES]</p>
3-4	<p>Observe debates</p> <p>Participate in group discussion conversation on debates</p> <ul style="list-style-type: none"> • Concept of debates • Take turns • Stay on topic • Ask relevant questions 	<p>“Read” informational text with visuals</p> <ul style="list-style-type: none"> • Infer meaning • Understand purpose of text • Express personal response to images • Evaluate the image for effectiveness • Confirm purpose and audience • Follow the visual reading process 	<p>Records information from a table /graph / map / into a chunk.</p> <ul style="list-style-type: none"> • Communicate ideas or information in a logical way • Clarify any unfamiliar concepts • Organise logically • Take the viewer from the known to the unknown • Present in the present tense • Follow the recording process <p>[RECORDING: VISUAL TEXTS]</p>	<p>Morphology:</p> <ul style="list-style-type: none"> • Numeral incorporation • compounds <p>Syntax / Semantics:</p> <p>Figures of speech:</p> <ul style="list-style-type: none"> • personification • simile • metaphor • idioms <p>[LS&C ACTIVITIES]</p>

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
5-6	<p>Observe a story</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identify and discuss the main message • Recall specific detail in the story • Reflect on values and message values • Discuss character, plot and setting • Follow the observing process <p>[OBSERVING FOR COMPREHENSION]</p>	<p>“Read” a longer story</p> <ul style="list-style-type: none"> • “Pre-reading”: predicting from title and pictures • Use different types of questions in SASL • Identify main and supporting ideas • Interpret and discuss message • Comment on storyline • Follow the visual reading process 	<p>Record diary entries / vlogs</p> <ul style="list-style-type: none"> • Present his/her evaluation of the day or event • Record from the signer’s point of view • The language choice is simple and to the point • Use everyday language and keep to the point • The signing mode will be determined by the nature of the entry • Follow the recording process <p>Use the recording process</p> <ul style="list-style-type: none"> • Planning / pre-recording • Drafting (recording) • Revising • Editing • Final recording, and • Publishing / presenting 	<p>Morphology: Lexicalised fingerspelling</p> <p>Syntax: Sentence types</p> <p>[LS&C ACTIVITIES]</p>
3-8	<p>PROJECT: Project based on any ONE of the literature genres studied: poems / stories / debates / information</p> <p>Note: There must be a variation of genres across the grades.</p> <p>Planning / preparation / research / investigation of signed presentation and creative recording of project.</p>			

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT Stage 1: Research (Learners do research on their project) (10 marks – rubric designed by the teacher will be used to assess) - Weeks 3 – 4 One of the genres chosen by the teacher: Poetry, story, debate or information. Teacher supports learners with guided questions to proceed with research. Stage 2: Recording (Learners engage in the recording of their research findings) Introduction and explanation of project instructions and methodology. (30 marks – rubric designed by the teacher will be used to assess) - Week 5-6 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): <ul style="list-style-type: none"> • Mind maps • Pictures • Drawings • Glossing 			FORMAL ASSESSMENT TASK 7: CREATIVE RECORDING PROJECT Stage 3: Signed presentation (learners do the signed presentation of their project which will be video recorded following the process of recording below) (20 marks – rubric designed by the teacher, taking into account the signed presentation skills presented below will be used to assess) – Week 7-8 continue in term 4 if needed <ul style="list-style-type: none"> • Planning/pre-recording of the creative recording project • Drafting (recording) • Revising • Editing • Final recording • Publishing / presenting Signed presentation <ul style="list-style-type: none"> • Uses appropriate structure: introduction, body and conclusion • Presents central idea and supporting details • Shows evidence of research / investigation • Uses appropriate body language and presentation skills, e.g., makes eye contact, pace, signing mode, size, etc. • Participates in a discussion • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others (Commence with the signed task in term 3 and conclude in term 4 when the mark will be recorded.)	
7-8	Observing and Signing (Choose one for daily practice) <ul style="list-style-type: none"> • Performs simple poem • Play a simple language game • Give and follow simple instructions / directions • Tell own news 	“Read” a poem/s <ul style="list-style-type: none"> • Ask and answer questions • Compare different poems viewed • Express feelings stimulated by the poem • Discuss main idea and specific details such as the figure of speech elements presented in the poem 	Record a handshape poem – different signs with the same handshape that creates a story. [RECORDING: HANDSHAPE POEM]	Reinforcement of language structures and conventions covered in previous weeks Syntax / Semantics: Figures of speech: <ul style="list-style-type: none"> • personification • simile • metaphor

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
	<ul style="list-style-type: none"> Retell a story heard 	<ul style="list-style-type: none"> Discuss the purpose of the text Discuss some of the language used Identify and discuss design features, rhythm, parameters, repetition etc. Explain what the poem is about <p>[“READING” FOR COMPREHENSION]</p>		<ul style="list-style-type: none"> idioms <p>[LS&C ACTIVITIES]</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 “Reading” for comprehension activities Literature activities based on the prescribed genres for the semester 	Recording activities: <ul style="list-style-type: none"> Recording process Chunking Transactional texts Essay Creative recording 	Language structures and conventions activities: <ul style="list-style-type: none"> Variety of language structures and convention activities

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
GRADE 4 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3				
FORMAL ASSESSMENT TASK 6 <ul style="list-style-type: none"> Creative recording (10 + 30 = 40 marks) <p>Project based on any ONE of the literature genres studied: poems / stories / debates / information</p>			FORMAL ASSESSMENT TASK 7 Observing and signing <ul style="list-style-type: none"> Signed presentation of project (20 marks) <p>Commence with the signed task in term 3 and conclude in term 4 when the mark will be recorded. Note: There must be a variation of genres across the grades.</p>	

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

TERM 4				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1-2	<p>Observe a news / magazine item</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identify main ideas and respond appropriately • Participate in a class discussion, explaining own opinion • Reflect, clarify and discuss • Ask critical questions • Follow the observing process <p>Participate in discussions</p> <ul style="list-style-type: none"> • Ask relevant questions and responds to questions • Compare own ideas with others • Respect others' ideas • Give opinions and constructive feedback 	<p>“Read” a news / magazine item that highlights social issues</p> <ul style="list-style-type: none"> • “Pre-reading”: predicting from title and pictures • Use contextual clues • Activate prior knowledge • Ask and answer questions • Explain opinions about the text • Discuss new signs from the text • Share thoughts and opinions • Reflect on what was viewed • Evaluate and draw conclusions • Follow the visual reading process <p>[“READING” FOR COMPREHENSION]</p> <p>Reflect on texts “read” independently</p> <ul style="list-style-type: none"> • Compare texts “read” 	<p>Record a news / magazine item about a social issue</p> <ul style="list-style-type: none"> • Plan: collect and organize information; sign facts • Give a title • Use an appropriate format, introduction (background, purpose, scope), body (answer to Who, What, Where, When, Why and How), conclusions • Use semi-formal to formal language register and style • Select appropriate content • Sequence events correctly • Use appropriate language and conventions • The third person (role shifting as needed) • Use timeline correctly <p>Use the recording process</p> <ul style="list-style-type: none"> • Planning /pre-recording • Drafting (recording) • Revising • Editing • Final recording and • Publishing / presenting <p>[RECORDING: NEWS / MAGAZINE ITEM]</p>	<p>Morphology:</p> <p>Predicates:</p> <p>Temporal aspects:</p> <ul style="list-style-type: none"> • simple • punctual-repetitive • iterative • habitual <p>Discourse:</p> <ul style="list-style-type: none"> • Cohesion and coherence • Chunking <p>[LS&C ACTIVITIES]</p>
<p>FORMAL ASSESSMENT TASK 7:</p> <p>Observing and signing (20 marks)</p> <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4</p>				

TERM 4				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
3-4	<p>Observe and give directions</p> <p>Consider the following when receiving directions:</p> <ul style="list-style-type: none"> • Ask questions to clarify • Listen for specific details • Request clarification • Repeat directions for confirmation • Follow the observing process <p>Consider the following when giving directions:</p> <ul style="list-style-type: none"> • Use concise and clear sentences • Use the chronological order • Refer to a specific direction • Indicate the approximate distance • Gives the approximate number of streets to be crossed to reach the destination • Provide information about landmarks along the way • Use signs indicating position • Uses signs indicating direction• 	<p>“Read” information text, e.g. advertisement</p> <ul style="list-style-type: none"> • Infer meaning • Understand purpose of text • Express personal response to images • Evaluate the image for effectiveness • Ask relevant, critical questions using appropriate question forms, e.g., who, which, what, when, how, why • Discuss language use including persuasive and emotive language • Identify and discuss graphical techniques such as colour, design, choice of images etc. and how they affect the message conveyed • Confirm purpose and audience • Follow the visual reading process <p>[“READING” FOR COMPREHENSION]</p> <p>Reflects on texts “read” independently</p> <ul style="list-style-type: none"> • Express emotional response to texts “read” 	<p>Record an advertisement</p> <ul style="list-style-type: none"> • Keep the attention of the viewer – ensuring that the important signs stand out. • Create a desire to own the product or use the service. • Consider the following in designing: <ul style="list-style-type: none"> - The target market (for whom the advertisement is intended?) - Positioning (where and when the advertisement will appear?) - Appeal (to what sense is the advertisement appealing?) - The structure - The language used (repetitive, figurative) <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning / pre-recording • Drafting (recording) • Revising • Editing • Final recording and • Publishing / presenting <p>[RECORDING: ADVERTISEMENT]</p>	<p>Syntax / Semantics:</p> <p>Modals</p> <p>Basic sentence types: Question mark wiggle</p> <p>[LS&C ACTIVITIES]</p>
<p>FORMAL ASSESSMENT TASK 8:</p> <ul style="list-style-type: none"> • Transactional text: (10 marks) <p>Recorded before the controlled test</p>				
5-6	<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. 	<p>“Read” a drama</p> <p>Identify and discuss:</p> <ul style="list-style-type: none"> • Plot / sub-plot • Characterisation 	<p>Record a dialogue (one signer - by using role shift)</p> <ul style="list-style-type: none"> • Use correct dialogue conventions • Maintain topic • Follow turn-taking rules 	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>[LS&C ACTIVITIES]</p> <p>Revision for exam</p>

TERM 4				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
	<ul style="list-style-type: none"> Observe beginning and conclusion Compile questions Make notes <p>Role-play 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 Maintaining discussion Responding to others' ideas with empathy and respect <p>Revision for exam</p>	<ul style="list-style-type: none"> Message / theme Background and setting in relation to character and theme Purpose and audience (register) Stage directions Follow the visual reading process <p>["READING" FOR COMPREHENSION]</p> <p>Revision for exam</p>	<ul style="list-style-type: none"> Use SASL conventions appropriately including eye contact, register, style Conclude the dialogue <p>Uses the recording process</p> <ul style="list-style-type: none"> Planning / pre-recording Drafting (recording) Revising Editing Final recording and Publishing / presenting <p>[RECORDS A DIALOGUE]</p> <p>Revision for exam</p>	
7-8	<p>FORMAL ASSESSMENT TASK 9: CONTROLLED TEST (RESPONSE TO TEXTS 40 marks)</p> <ul style="list-style-type: none"> Question 1: Literary / non- literary text (15 marks) Question 2: Visual text (10 marks) Question 3: Summary (5 marks) Question 4: Language structures and conventions (10 marks) 			
9-10	REMEDIATION/CONSOLIDATION			

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"> • “Reading” process • “Reading” for comprehension activities • Literature activities based on the prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> • Recording process • Chunking • Transactional texts • Essay • Creative recording 	Language structures and conventions activities <ul style="list-style-type: none"> • Variety of language structures and convention activities
GRADE 4 SASL HLSUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4			
FORMAL ASSESSMENT TASK 7: OBSERVING AND SIGNING <ul style="list-style-type: none"> • Signed (“oral”) presentation (20 marks) <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>	FORMAL ASSESSMENT TASK 8: RECORDING <ul style="list-style-type: none"> • Transactional text: (10 marks) <p>Recorded before the controlled test</p>	FORMAL ASSESSMENT TASK 9: CONTROLLED TEST (RESPONSE TO TEXTS 40 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text comprehension (15 marks) • Question 2: Visual text comprehension (10 marks) • Question 3: Summary (5 marks) • Question 4: Language structures & conventions (10 marks) 	