Escondido Union High School District

American Sign Language 1

EUHSD Board Approval Date: 5/16/17
The EUHSD *American Sign Language 1* curriculum document identifies what students should be able to know and do by grade level in a comprehensive standards-based course of study. The course is an entry-level course in a series of American Sign Language courses designed to meet college and career expectations. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school demonstrating college and career readiness skills. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “*All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.*”

A key design consideration in the transition to the new California State Standards is a focus on changes to pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: [http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/](http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/)

The curriculum document is aligned to the California World Language Standards.

American Sign Language 1

Course Description: The study of American Sign Language (ASL) offers students the chance to communicate in, and understand, another language while studying information about the community and culture of the Deaf. Students enrolled in American Sign Language 1 course develop the ability to communicate accurately and effectively in expressive and receptive signing within a range of real life situations. Students are exposed to a variety of learning situations, participating in both small and large group settings and utilizing a variety of technology resources such as the WWW, all of which are designed to increase their understanding of American Sign Language and Deaf culture. Students study the content through exploration of audiovisual resources and Deaf literature (both written and verbal). Students may also attend various school-sponsored field trips, and/or receive information from guest lecturers.

Scope and Sequence Unit Structure: Each unit in the Scope and Sequence is designed to build upon the previous unit of study. Throughout the course, students will complete and participate in a variety of key learning assignments and/or a series of performance based tasks designed to demonstrate their understanding of the foundations of ASL. Each unit of study is further broken down into a study of: grammatical structures of ASL, basic vocabulary usage, ASL cultural elements of the language, daily practice in finger spelling with partners and/or in groups, games and social interactions utilizing the language, and a series of quizzes and other activities designed to provide for applied practice. All students will take an end of semester/end of course cumulative final exam. Students will also utilize the WWW to conduct research, establish a digital portfolio, and utilize a series of Web 2.0 tools for presentations.

American Sign Language 1 Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Year</th>
<th>Grade Level:</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC/CSU Requirement:</td>
<td>This course is approved by UC as a “e” Foreign Language</td>
<td>Graduation Requirement:</td>
<td>Meets EUHSD Fine Arts/World Language or CTE Requirement or Elective Credit</td>
</tr>
<tr>
<td>Course Numbers (Semester A):</td>
<td>3071</td>
<td>Transcript Abbreviation (Semester A):</td>
<td>ASL 1 A (P)</td>
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<tr>
<td>Course Numbers (Semester B):</td>
<td>3072</td>
<td>Transcript Abbreviation (Semester B):</td>
<td>ASL 1 B (P)</td>
</tr>
<tr>
<td>Credits</td>
<td>5 per semester</td>
<td>Required Prerequisite/s:</td>
<td>None</td>
</tr>
<tr>
<td>Board Approval Date (Curriculum):</td>
<td>5/16/17</td>
<td>Recommended Prerequisite/s:</td>
<td>None</td>
</tr>
<tr>
<td>Supplemental Instructional Material/s:</td>
<td>Each unit of instruction outlines a variety of instructional resources designed to meet the objectives of the unit.</td>
<td>Technology Resource/</td>
<td>Recommend students access computers, such as a Chrome book and/or a lab for research based key assignments</td>
</tr>
<tr>
<td>Assessment/s:</td>
<td>Each unit of study contains a variety of performance-based tasks used to assess student mastery of the course goals and objectives. Students will also take a variety of unit quizzes, tests, and complete a variety of writing tasks in order to assess knowledge of the content.</td>
<td></td>
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</tr>
</tbody>
</table>

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The Scope and Sequence Guide is a California standards-based document that delineates the standards-based skills students are expected to know and do in order to meet the outcomes stated within the California World Language Standards. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards-based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives. The curriculum is updated annually based on input from teachers and results from unit common assessments.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards-based activities.

- **By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely and proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)**
- **Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)**
- **“To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening).**
American Sign Language 1
Unit 1
Length: 2-3 weeks

Unit Description: Unit 1 begins with a brief introduction to American Sign Language. Students participate in and complete two key performance based assignments that aim to assist them in building a foundational understanding of the forms and functions of the language, finger spelling (alphabet and numbers), and basic facts and myths surround the Deaf and Hard of Hearing community. The learning in Unit 1 is reinforced and built upon throughout the entire course of study.

Unit Standards:

“The World Language Content Standards presents the knowledge, skills, and abilities that all learners should acquire during a sequence of World Language (WL) coursework. The standards are designed to accommodate all languages and describe the various stages a learner goes through to become proficient. The content standards are not tied to specific grade levels; instead, they describe the various stages of linguistic and cultural acquisition. They are presented in five categories which should be taught together and, in practice, merge into instruction within the various stages of the Language Learning continuum.”
(www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf)

Content: Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

Stage I:
1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
1.1 Students address discrete elements of daily life, including:
a. Greetings and introductions
b. Family and friends
c. Pets
d. Home and neighborhood
e. Celebrations, holidays, and rites of passage
f. Calendar, seasons, and weather
g. Leisure, hobbies and activities, songs, toys and games, sports
h. Vacations and travel, maps, destinations, and geography
i. School, classroom, schedules, subjects, numbers, time, directions

Learning Objectives:

Students will be able to…
- Engage in basic signed conversation conveying simple ideas and concepts.
- Use finger spelling to respond to simple commands and questions.
- Participate in small and large group discussions.
- Use various resources to acquire information about the Deaf and Hard of Hearing community.
- Conduct research using WWW and other resources – both primary and secondary.
- Use a citation manual to appropriately cite sources.
- Address the Deaf community with simple finger spelling commands.
- Highlight different cultural perspectives and points of view within the Deaf community.
- Present findings to others using appropriate academic language.

Unit Assignments:

- Students will be required to utilize a literacy notebook. Students will use either a hard copy or digital notebook (or combination of both). The notebook will be used throughout the course of study. The notebook will contain key unit vocabulary, key unit reading and writing tasks and responses, key responses to text dependent questions, journal entries, ASL keyword dictionary references, etc. (Repeated in all units of study)
- Students will complete an “all about me” assignment. Students will identify a series of facts about themselves and will create a poster that includes written descriptions and characteristics. The characteristics include: personality traits, food likes, athletic and/or other participation, etc. Students may use a poster board, paper, magazine cut outs, or Microsoft Word or Publisher to create a poster that will be displayed in the classroom. The FAQ “All About Me” poster will be shared with other students in presentation format using sign language/finger spelling. Students will be assessed on their ability to correctly sign their personal characteristics. Students will have to prepare a list of words/characteristics, and the students will need to correctly utilize the ASL terms when presenting.
- Students will complete a “Myth-Busters” assignment. There are many myths surround ASL Deaf Culture. Students are provided with a list of

Unit Assessments:

- Notebook Responses
- Unit quizzes and tests
- All About Me Assignment with FAQ Poster
- Myth Busters Assignment & Presentation
Communication: Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways.

Stage I:
1.0 Students use formulaic language (learned words, signs [ASL], and phrases).
1.1 Engage in oral, written, or signed (ASL) conversations.
1.2 Interpret written, spoken, or signed (ASL) language.
1.3 Present to an audience of listeners, readers, or ASL viewers.

Functions
1.4 List, name, identify, and enumerate.
1.5 Identify learned words, signs (ASL), and phrases in authentic texts.
1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Cultures: Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Stage I:
1.0 Students use appropriate responses to rehearsed cultural situations.
1.1 Associate products, practices, and perspectives with the target culture.
1.2 Recognize similarities and differences in the target cultures and between students’ own cultures.
1.3 Identify cultural borrowings.

myths. Using the WWW or other research tool, students will conduct research designed to dispel the common myth. They will present two (2) facts for each myth. Students will work in pairs and will present their myth and the corresponding facts in a pair dialogue communication exchange presentation. Students must also include a written APA formatted document that outlines the specific websites and/or resources used to dispel their myth. For time considerations, the teacher may wish for students to present to two other groups and monitor by walking around.
**Structures:** The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

**Stage I:**

1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.

**Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

**Stage I:**

1.0 Students use language in highly predictable common daily settings.
1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.
### English Learner Considerations:

- Utilize the student information system to acquire the language levels of EUHSD English Learners within your class.

- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstdspub14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdspub14.pdf)

- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

### Instructional Strategies:

Teachers may utilize a variety of SDAIE instructional strategies when differentiating content in order to meet student-learning needs. The EUHSD is committed to providing all students with the following instructional strategies/best practices in order to enhance student learning.

#### Literacy Notebook:

Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference to students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through meta-cognitive reflection.

#### Literacy Routines:

As much as possible, encourage students to tap into their prior experiences with reading and writing routines. The focus of every unit is to review, re-teach as needed, and practice the routines of:

- * prompt deconstruction and writing to the prompt regularly
- * text preview (1) determine text type (argument, informative, narrative) to establish purpose for reading (2) analyze and synthesize all text features by creating a preview statement which makes informed predictions that contribute to the possible themes/main ideas
- * note-making/annotating based on text type and focus questions from deconstructed prompt
- * reviewing notes and writing prompt to create a thesis statement to address the prompt
- * gathering relevant evidence/ideas from notes to support thesis statement
- * create a writing plan that logically organizes evidence/ideas from notes
- * create a draft, conduct a peer review, and then revise

#### Anchor Charts:

An anchor chart is a tool used largely to support instruction and to move the student towards achieving success with lessons taught in class. They are also used as a classroom management tool for students to self-monitor their behavior by gently reminding them of expectations and routines.

Anchor charts are co-created with students during the instruction of the lesson. As the teacher models the lesson or strategy, the steps/components/routines/how-to’s are written on chart paper. Once the lesson is complete, the chart is placed in a convenient and visible student-friendly location that the students can access independently. Anchor charts are

### Instructional Resources:

- [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/) - Teacher and Student Resource - Purdue online writing lab for citation and writing assistance

- Composition Book or digital portfolio – Student Resource used throughout course of study for note making


- WWW or other research tools – Teacher and Student resource

- [http://theaslapp.com/#about](http://theaslapp.com/#about) True FAQ on Deaf Community – Teacher Resource
another tool for academic support as it makes learning more explicit for all students. The beauty of an anchor chart is that it can be displayed as needed or determined by the student work. Some anchor charts live all year long in the classroom, while others are only displayed during the current unit of study.

**Explicit Vocabulary Instruction:** The California ELD/ELA Framework recommends that teachers “provide students with explicit vocabulary instruction...[to] help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of text.” To carry out this recommendation, the following considerations are proposed:

1. Dedicate a portion of the regular classroom lesson to explicit vocabulary instruction. Be strategic in choosing which words are worthy of instructional time: a. words needed to fully comprehend the text b. words likely to appear in future texts from any discipline c. words that are part of a word family or semantic network
2. Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions.
3. Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing and extended reading.
4. Provide students with strategies, including the following, to make them independent vocabulary learners:
   a. Use of morphology (e.g. affixes, roots)
   b. Use of context clues (e.g. positive/negative word charge, connotation, compare/contrast, defined in context, etc.). Adapted from the California ELD/ELA Framework.

**Collaborative Discussions:** The California ELD/ELA Framework describes the importance of collaborative classroom discussions and the role a teacher should play in facilitating these discussions: Engaging in conversations with peers allows students to clarify their understandings of challenging readings and content and begin to articulate their own ideas about their interpretations. For some EL students, especially ELs at the Emerging level of English language proficiency, these discussions offer a safe environment to practice their speaking skills. Small group discussions prove less daunting than talking in front of a whole class. Teachers must help participants learn appropriate ways to discuss, listen, and participate. They must also support students to delve into and extend their content-rich conversations through planned scaffolding, where they structure the conversations in such a way that all students are able to fully participate, and through in-the-moment scaffolding where they provide support to individual students as they converse. To promote meaningful dialogue, the teacher acts as a skilled facilitator by posing open-ended questions, acknowledging students’ contributions, probing for deeper thinking, building on student responses, asking for evidence, clarifying or explaining, staying silent, and more. Adapted from the California ELD/ELA Framework.
American Sign Language 1
Unit 2
Length: 3 weeks

Unit Description: In Unit 2 students begin to explore the structures of ASL. Through a series of finger spelling exercises, students will be required to respond to a series of teacher generated questions and small group language exercises. Students will answer yes/no questions-repeating the verb; THERE/HERE; information questions; and facial expressions. Students will learn classroom vocabulary and signs for asking questions.

Unit Standards:
“The World Language Content Standards presents the knowledge, skills, and abilities that all learners should acquire during a sequence of World Language (WL) coursework. The standards are designed to accommodate all languages and describe the various stages a learner goes through to become proficient. The content standards are not tied to specific grade levels; instead, they describe the various stages of linguistic and cultural acquisition. They are presented in five categories which should be taught together and, in practice, merge into instruction within the various stages of the Language Learning continuum.” (www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf)

Content: Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

Stage I:
1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
1.1 Students address discrete elements of daily life, including:
   a. Greetings and introductions
   b. Family and friends
   c. Pets
   d. Home and neighborhood
   e. Celebrations, holidays, and rites of passage
   f. Calendar, seasons, and weather
   g. Leisure, hobbies and activities, songs, toys and games, sports
   h. Vacations and travel, maps, destinations, and geography
   i. School, classroom, schedules, subjects, numbers, time, directions
   j. Important dates in the target culture
   k. Jobs

Learning Objectives:
Students will be able to...
- Engage in basic signed conversation conveying simple ideas and concepts.
- Respond appropriately to specific cultural questions.
- Participate in small and large group discussions.
- Convey their understanding through written and finger spelling assessments.
- Acquire information through a variety of sources, including digital.
- Conduct digital research and cite primary and secondary sources using an approved citation guide.
- Address the Deaf community with simple finger spelling commands.
- Highlight different cultural perspectives and points of view within the Deaf community.
- Write routinely over time summarizing learning.
- Write routinely over time.

Unit Assignments:
- Students will be required to utilize a literacy notebook. Students will use either a hard copy or digital notebook (or combination of both). The notebook will be used throughout the course of study. The notebook will contain key unit vocabulary, key unit reading and writing tasks and responses, key responses to text dependent questions, journal entries, ASL keyword dictionary references, etc. (Repeated in all units of study)
- Students will watch a video (Through Deaf Eyes – a PBS Film) in order to acquire key additional background knowledge on the Deaf community and form foundational understanding of life through the eyes of the Deaf. Using a teacher-generated note-taking guide, students will take a series of guided notes throughout the video. The students will be expected to cite specific evidence from the video for Part 2 of the task. Part 2: Students will participate in class/student lead discussion or series of discussions (teacher choice) on the specific ideas/notes generated from watching the PBS film. Students will use verbal and finger spelling to share in their learning. Upon completion of the class discussions, each student will then write a reflective response on what was learned about Deaf culture. The response will include reflection on the following questions: Did the film reinforce something you already knew about the Deaf community? Explain. Describe something of your experience that the film reflects. (Repeated in all units of study)

Unit Assessments:
- Notebook Responses
- Unit quizzes and tests
- Video Response Note-taking guide
- Class Discussions
- Reflective Writing Response

(Repeated in all units of study)
### Communication:
Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways.

### Stage I:
1.0 Students use formulaic language (learned words, signs [ASL], and phrases).
1.1 Engage in oral, written, or signed (ASL) conversations.
1.2 Interpret written, spoken, or signed (ASL) language.
1.3 Present to an audience of listeners, readers, or ASL viewers.

#### Functions
1.4 List, name, identify, and enumerate.
1.5 Identify learned words, signs (ASL), and phrases in authentic texts.
1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

#### Cultures:
Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

### Stage I:
1.0 Students use appropriate responses to rehearsed cultural situations.
1.1 Associate products, practices, and perspectives with the target culture.
1.2 Recognize similarities and differences in the target cultures and between students’ own cultures.
1.3 Identify cultural borrowings.
### Structures:
The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

**Stage I:**
1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.

**Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

**Stage I:**
1.0 Students use language in highly predictable common daily settings.
1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

### English Learner Considerations:
See Unit 1

### Instructional Resources:
- [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/) - Teacher and Student Resource - Purdue online writing lab for citation and writing assistance
- Composition Book or digital portfolio – Student Resource used throughout course of study for note making
- PBS.org – Through Deaf Eyes video and film description – Teacher and Student resource a 2-hour documentary for PBD exploring nearly 200 years of Deaf life in America
- [http://www.lifeprint.com](http://www.lifeprint.com) - Teacher and Student Free ASL Resource
- [http://www.aslpro.com](http://www.aslpro.com) - Teacher Resource Teaching ASL Free Online Resource
American Sign Language 1  
Unit 3  
Length: 2 weeks  

**Unit Description:** In Unit 3, students use the language of politeness: how to ask politely and how to say thank you. They also learn how to interrupt politely and how to apologize. Students will use verbs that change movement to show location and will indicate subject and objective. They will also learn what to do when they walk between signers.

**Unit Standards:**

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**Content:** Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

**Stage I:**
1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

**Stage I:**
1.0 Students use formulaic language (learned words, signs [ASL], and phrases).
1.1 Engage in oral, written, or signed (ASL) conversations.
1.2 Interpret written, spoken, or signed (ASL) language.
1.3 Present to an audience of listeners, readers, or ASL viewers.

**Functions**
1.4 List, name, identify, and enumerate.
1.5 Identify learned words, signs (ASL), and phrases in authentic texts.
1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

**Learning Objectives:**

**Students will be able to...**
- Engage in basic signed conversation conveying simple ideas and concepts.
- Respond appropriately to specific cultural questions.
- Participate in small and large group discussions.
- Convey their understanding through written and finger spelling assessments.
- Acquire information through a variety of sources, including digital.
- Conduct digital research and cite primary and secondary sources using an approved citation guide.
- Address the Deaf community with simple finger spelling commands.
- Highlight different cultural perspectives and points of view within the Deaf community.
- Write routinely over time summarizing learning.
- Use a variety of sources to create a presentation.
- Use a variety of sources to write an informational paper.

**Unit Assignments:**

- Students will be required to utilize a literacy notebook. Students will use either a hard copy or digital notebook (or combination of both). The notebook will be used throughout the course of study. The notebook will contain key unit vocabulary, key unit reading and writing tasks and responses, key responses to text dependent questions, journal entries, ASL keyword dictionary references, etc. *(Repeated in all units of study)*
- Using a variety of WWW resources, students will study Deaf individuals in history. Students will cite the sources using APA and or other citation manual and will create a report using a web 2.0 tool of their choice on a Deaf individual. Students will then conduct a presentation/oral report on a Deaf person from history: identify the challenges faced and the ultimate contributions of the individual to a group of peers. They will also submit a written paper on the historical significance of the person of interest to them.

**Unit Assessments:**

- Notebook Responses
- Unit quizzes and tests
- Written Report (with APA citation)
- Presentation (Historical Figure)
- Written Paper (Historical Significance/Informational)
<table>
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<td><strong>Stage I:</strong></td>
</tr>
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<td><strong>1.0</strong> Students use appropriate responses to rehearsed cultural situations.</td>
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<td><strong>1.2</strong> Recognize similarities and differences in the target cultures and between students’ own cultures.</td>
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<td><strong>Structures:</strong> The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.</td>
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<td><strong>Stage I:</strong></td>
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<tr>
<td><strong>1.1</strong> Recognize age-appropriate cultural or language-use opportunities outside the classroom.</td>
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American Sign Language 1  
Unit 4  
Length: 2 weeks

**Unit Description:** In Unit 4, students utilize a variety of descriptive words (adjectives) and learn how to use basic signs to describe people; the physical appearance, clothing, and their personalities and character. Students utilize a variety of questioning strategies to engage others in what someone looks like (including describing features such as hair color, height, size, etc.). They will learn about the positive of descriptive adjectives in the language. They will see how signs are altered to show details such as the direction of stripes.

<table>
<thead>
<tr>
<th>Unit Standards:</th>
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<tbody>
<tr>
<td>“The World Language Content Standards presents the knowledge, skills, and abilities that all learners should acquire during a sequence of World Language (WL) coursework. The standards are designed to accommodate all languages and describe the various stages a learner goes through to become proficient. The content standards are not tied to specific grade levels; instead, they describe the various stages of linguistic and cultural acquisition. They are presented in five categories which should be taught together and, in practice, merge into instruction within the various stages of the Language Learning continuum.” (<a href="http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf">www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf</a>)</td>
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| Content: |
| Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum. |

| Stage I: |
| 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. |

| Communication: |
| Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways. |

| Stage I: |
| 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). |

| Learning Objectives: |
| Students will be able to… |
| • Engage in basic signed conversation conveying simple ideas and concepts. |
| • Describe a created character using adjectives and physical characteristics. |
| • Participate in small and large group discussions. |
| • Convey their understanding through written and finger spelling assessments. |
| • Acquire information through a variety of sources, including digital. |
| • Conduct digital research and cite primary and secondary sources using an approved citation guide. |
| • Address the Deaf community with simple finger spelling commands. |
| • Highlight different cultural perspectives and points of view within the Deaf community. |
| • Write routinely over time. |

| Unit Assignments: |
| Students will be required to utilize a literacy notebook. Students will use either a hard copy or digital notebook (or combination of both). The notebook will be used throughout the course of study. The notebook will contain key unit vocabulary, key unit reading and writing tasks and responses, key responses to text dependent questions, journal entries, ASL keyword dictionary references, etc. (Repeated in all units of study) |
| In order to demonstrate understanding of using ASL to describe a person’s physical characteristics, each student will create a “wanted” poster of a fictional person of interest. Working in groups of two or four, students will share their poster and will use ASL in order to describe their person of interest. In order to assess mastery of this concept, the teacher may assign students to identify features using a variety of photographs or other images. Students may also describe the physical features of each other. Write a brief summary reflection of the experience. Upload all documents to the digital portfolio or place into the literacy notebook. |

| Unit Assessments: |
| • Notebook Responses |
| • Unit quizzes and tests |
| • Physical Features Demonstration |
| • Summary Reflection |
1.1 Engage in oral, written, or signed (ASL) conversations.
1.2 Interpret written, spoken, or signed (ASL) language.
1.3 Present to an audience of listeners, readers, or ASL viewers.

Functions
1.4 List, name, identify, and enumerate.
1.5 Identify learned words, signs (ASL), and phrases in authentic texts.
1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Cultures: Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Stage I:
1.0 Students use appropriate responses to rehearsed cultural situations.
1.1 Associate products, practices, and perspectives with the target culture.
1.2 Recognize similarities and differences in the target cultures and between students’ own cultures.
1.3 Identify cultural borrowings.

Structures: The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

Stage I:
1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.
Stage 1:
1.0 Students use language in highly predictable common daily settings.
1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

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<td>- <a href="https://www.youtube.com/watch?v=Py1jTFOEIas&amp;list=PLAEB3261B6582038">https://www.youtube.com/watch?v=Py1jTFOEIas&amp;list=PLAEB3261B6582038</a> - Teacher Resource - A website for additional examples related to describing people in ASL.</td>
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American Sign Language 1
Unit 5
Length: 2 weeks

Unit Description: In Unit 5, students continue to enhance their use of basic ASL language commands and structures by learning to make different types of requests such as polite commands, how to use the words “don’t” and “for me” in making requests, and how to “read” Deaf people in terms of getting their attention. Students will work in small and large groups to engage in basic sign conversation conveying simple ideas and concepts. They will also demonstrate their understanding of Unit 4 concepts by using adjectives and physical characteristics.

Unit Standards:
“The World Language Content Standards presents the knowledge, skills, and abilities that all learners should acquire during a sequence of World Language (WL) coursework. The standards are designed to accommodate all languages and describe the various stages a learner goes through to become proficient. The content standards are not tied to specific grade levels; instead, they describe the various stages of linguistic and cultural acquisition. They are presented in five categories which should be taught together and, in practice, merge into instruction within the various stages of the Language Learning continuum.” (www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf)

Content: Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

Stage 1:
1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
1.1 Students address discrete elements of daily life, including:
   a. Greetings and introductions

Communication: Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways.

Learning Objectives:
Students will be able to...
- Engage in basic signed conversation conveying simple ideas and concepts.
- Describe a created character using adjectives and physical characteristics.
- Recognize a culturally appropriate reaction to a given situation.
- Participate in small and large group discussions.
- Convey their understanding through written and finger spelling assessments.
- Acquire information through a variety of sources, including digital and video.
- Annotate text, cite key ideas and details, and convey the overarching message to others.
- Use appropriate target language skills for gaining the attention of others.
- Address the Deaf community with simple finger spelling commands.
- Highlight different cultural perspectives and points of view within the Deaf community.
- Write a reflective summary.

Unit Assignments:
1. Students will be required to utilize a literacy notebook. Students will use either a hard copy or digital notebook (or combination of both). The notebook will be used throughout the course of study. The notebook will contain key unit vocabulary, key unit reading and writing tasks and responses, key responses to text dependent questions, journal entries, ASL keyword dictionary references, etc. (Repeated in all units of study)
2. Students will read an excerpt from an article titled “How do Deaf People Get Each Other’s Attention If They Can’t Yell?” Students will use text features, annotation, and write an academic summary of the article. They will then use a “think, pair, share” strategy to share their understanding of the article and clarify questions. Students will write a summary of the article in their notebook.
3. Building on their understanding of the Deaf culture, students will watch a video titled A Sign of Respect. The video is designed to assist students in gaining a deeper understanding of the Deaf community and interaction in settings where the primary make-up of the people are deaf. Students will use a note-taking guide (created by the teacher) throughout the video. Upon completion, students will share their insights and discuss and participate in a series of situations provided by the teacher where they will use the attention getting commands acquired in Assignment 2 above and throughout the course. Students will discuss the pluses and deltas of the situation and write a one-page summary of their experience and add it to their notebook.

Unit Assessments:
- Notebook Responses
- Unit quizzes and tests
- Notebook Article Summary
- Weekly finger spelling quizzes
- Video Notes
- Academic Summary
- ABC Story
- Written Outline of Storyline
- Presentation Reflection
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<th>Stage I:</th>
<th>1.0 Students use formulaic language (learned words, signs [ASL], and phrases).</th>
<th>• Write routinely over time.</th>
<th>4. In order to demonstrate their ongoing use of the target language, students will complete a project that requires them to use ASL to convey a story's plot and structure. They will convey the meaning using ASL handshapes in ABC order. The project requires the students to utilize their signing space and referencing and signing skills to tell a story using the ABC handshape structure. Students are required to provide a written outline of their storyline with the overall theme. Students will be put into groups and will sign their storyline to at least three other student groups. Students will be assessed based on their ability to convey storyline meaning and to correctly utilize handshapes. Students will write a presentation reflection on the experience of at least 1 paragraph and will add it to their student notebook.</th>
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<td><strong>Structures:</strong> The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.</td>
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1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.

**Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

**Stage I:**
1.0 Students use language in highly predictable common daily settings.
1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

**English Learner Considerations:**
See Unit 1

**Instructional Resources:**
- [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/) - Teacher and Student Resource - Purdue online writing lab for citation and writing assistance
- Composition Book or digital portfolio – Student Resource used throughout course of study for note making
## American Sign Language 1
### Unit 6
#### Length: 2 weeks

**Unit Description:** In Unit 6, students study the various ways in which the deaf community expresses their feelings, opinions, and beliefs. They examine facial expressions and learn how to accurately communicate their feelings using only the signed language. Students demonstrate their understanding through a series of performance-based tasks that allow them to utilize the target language.

**Unit Standards:**

“The World Language Content Standards presents the knowledge, skills, and abilities that all learners should acquire during a sequence of World Language (WL) coursework. The standards are designed to accommodate all languages and describe the various stages a learner goes through to become proficient. The content standards are not tied to specific grade levels; instead, they describe the various stages of linguistic and cultural acquisition. They are presented in five categories which should be taught together and, in practice, merge into instruction within the various stages of the Language Learning continuum.”


**Content:** Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

**Stage 1:**

1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
1.1 Students address discrete elements of daily life, including:
   a. Greetings and introductions
   b. Family and friends

**Communication:** Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentationational: speaking, signing, and writing take place in culturally appropriate ways.

**Learning Objectives:**

- Students will be able to...
  - Participate in small and large group discussions.
  - Convey their understanding through written and finger spelling assessments.
  - Acquire information through a variety of sources, including digital.
  - Conduct digital research and cite primary and secondary sources using an approved citation guide.
  - Address the Deaf community with simple finger spelling commands.
  - Highlight different cultural perspectives and points of view within the Deaf community.
  - Write routinely over time, focusing on personal experience essay.
  - Edit their paper through the revision process.
  - Peer edit.

**Unit Assignments:**

- Students will be required to utilize a literacy notebook. Students will use either a hard copy or digital notebook (or combination of both). The notebook will be used throughout the course of study. The notebook will contain key unit vocabulary, key unit reading and writing tasks and responses, key responses to text dependent questions, journal entries, ASL keyword dictionary references, etc. *(Repeated in all units of study)*

- As students progress through the course and acquire additional target language skills, they will also examine the cultural experiences of the Deaf community. For this task, students will use the WWW and/or other teacher approved resources in order to select from a list of approved Deaf community experiences. Students will examine the interactions of the community in the assigned ‘experience’ and will write an essay reflecting on the experience. They will use MLA formatting and share their experience essay with at least one other student in the class. Students will use peer editing to revise their essay and will add it to their portfolio. Students will pick from a list of approved Deaf Experiences. Students will share their experiences in small groups and will write a one page reflection of the experience and submit it to their teacher.

**Unit Assessments:**

- Notebook Responses
- Unit quizzes and tests
- Weekly finger spelling quizzes
- Unit Exam
- Deaf Experience Essay
### Stage I:

#### 1.0 Students use formulaic language (learned words, signs [ASL], and phrases).
- **1.1** Engage in oral, written, or signed (ASL) conversations.
- **1.2** Interpret written, spoken, or signed (ASL) language.
- **1.3** Present to an audience of listeners, readers, or ASL viewers.

#### Functions
- **1.4** List, name, identify, and enumerate.
- **1.5** Identify learned words, signs (ASL), and phrases in authentic texts.
- **1.6** Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

#### Cultures:
Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

### Stage I:

#### 1.0 Students use appropriate responses to rehearsed cultural situations.
- **1.1** Associate products, practices, and perspectives with the target culture.
- **1.2** Recognize similarities and differences in the target cultures and between students’ own cultures.
- **1.3** Identify cultural borrowings.

#### Structures:
The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

### Stage I:

#### 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.

**Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

**Stage I:**
1.0 Students use language in highly predictable common daily settings.
1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

**English Learner Considerations:**
See Unit 1

**Instructional Resources:**
- [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/) - Teacher and Student Resource - Purdue online writing lab for citation and writing assistance
- Composition Book or digital portfolio – Student Resource used throughout course of study for note making
- [https://www.doorinternational.com/deaf-culture](https://www.doorinternational.com/deaf-culture) - Teacher Resource Deaf Culture Community
- [http://www.deafcommunityservices.org](http://www.deafcommunityservices.org) - Teacher Resource Deaf Services in San Diego County
American Sign Language 1  
Unit 7  
Length: 2 weeks

**Unit Description:** In Unit 7, students will deepen their understanding of the causes of deafness by examining a variety of research-based resources. Students will also broaden their understanding of the target language and acquire knowledge and use of classifiers that demonstrate size and shape of an object, including indications on how objects are moved or placed and the location of objects in relation to one another. They will also use numbers or quantifiers to illustrate quantity.

**Unit Standards:**
“The World Language Content Standards presents the knowledge, skills, and abilities that all learners should acquire during a sequence of World Language (WL) coursework. The standards are designed to accommodate all languages and describe the various stages a learner goes through to become proficient. The content standards are not tied to specific grade levels; instead, they describe the various stages of linguistic and cultural acquisition. They are presented in five categories which should be taught together and, in practice, merge into instruction within the various stages of the Language Learning continuum.” (www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf)

**Content:** Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

**Stage I:**
1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

**Communication:** Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways.

**Stage I:**
1.0 Students use formulaic language (learned words, signs [ASL], and phrases).

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| Students will be able to… | • Students will be required to utilize a literacy notebook. Students will use either a hard copy or digital notebook (or combination of both). The notebook will be used throughout the course of study. The notebook will contain key unit vocabulary, key unit reading and writing tasks and responses, key responses to text dependent questions, journal entries, ASL keyword dictionary references, etc. (Repeated in all units of study)  
• Students will view "Anatomy of the Ear" (Bill Nye video) and will take notes using a teacher generated note making guide. Students will use their notes and information from the video to create a presentation. They will use any Web 2.0 tool of their choice and present on the causes of deafness. They may also use the WWW or other resources to enhance their presentation and understanding of the topic. The students may do this task independently or work in partner teams as determined by the teacher). They will create and present their presentation to at least two other student groups, using a common presentation rubric (created by the teacher). They will also cite all of their resources on a Works Cited page, which will be presented as part of the task. Students will add specific details from the presentations to their personal notebook.  
• Students will read Chapter 42 in "For Hearing People Only", take notes within their notebook, and discuss as a class. | • Notebook Responses  
• Unit quizzes and tests  
• Research work cited list  
• Presentation  
• Chapter 42 Text Summary Notes |

**Learning Objectives:**
- Participate in small and large group discussions.
- Convey their understanding through written and finger spelling assessments.
- Acquire information through a variety of sources, including digital.
- Conduct digital research and cite primary and secondary sources using an approved citation guide.
- Address the Deaf community with simple finger spelling commands.
- Highlight different cultural perspectives and points of view within the Deaf community.
- Write routinely over time.
- Use Web 2.0 tools such as Prezi or PPNT to create a finished presentation product.
- Use appropriate scientific terminology when analyzing the ear structure.
- Identify key ear structures.

**Unit Assignments:**
- Students will be required to utilize a literacy notebook. Students will use either a hard copy or digital notebook (or combination of both). The notebook will be used throughout the course of study. The notebook will contain key unit vocabulary, key unit reading and writing tasks and responses, key responses to text dependent questions, journal entries, ASL keyword dictionary references, etc. (Repeated in all units of study)  
- Students will view "Anatomy of the Ear" (Bill Nye video) and will take notes using a teacher generated note making guide. Students will use their notes and information from the video to create a presentation. They will use any Web 2.0 tool of their choice and present on the causes of deafness. They may also use the WWW or other resources to enhance their presentation and understanding of the topic. The students may do this task independently or work in partner teams as determined by the teacher). They will create and present their presentation to at least two other student groups, using a common presentation rubric (created by the teacher). They will also cite all of their resources on a Works Cited page, which will be presented as part of the task. Students will add specific details from the presentations to their personal notebook.  
- Students will read Chapter 42 in "For Hearing People Only", take notes within their notebook, and discuss as a class.

**Unit Assessments:**
- Notebook Responses  
- Unit quizzes and tests  
- Research work cited list  
- Presentation  
- Chapter 42 Text Summary Notes
1.1 Engage in oral, written, or signed (ASL) conversations.
1.2 Interpret written, spoken, or signed (ASL) language.
1.3 Present to an audience of listeners, readers, or ASL viewers.

Functions
1.4 List, name, identify, and enumerate.
1.5 Identify learned words, signs (ASL), and phrases in authentic texts.
1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Cultures: Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Stage I:
1.0 Students use appropriate responses to rehearsed cultural situations.
1.1 Associate products, practices, and perspectives with the target culture.
1.2 Recognize similarities and differences in the target cultures and between students’ own cultures.
1.3 Identify cultural borrowings.

Structures: The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

Stage I:
1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.
### Stage I:

1.0 Students use language in highly predictable common daily settings.

1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

**English Learner Considerations:**

See Unit 1

**Instructional Resources:**

- [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/) - Teacher and Student Resource - Purdue online writing lab for citation and writing assistance
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- [https://www.google.com/search?q=Anatomy+of+the+Ear&client=safari&rls=en&tbo=u&source=univ&sa=X&ved=0ahUKEwjk89uu0n8bAhUUVWMKHdXgCRwOsAOIHA&biw=1024&bih=465](https://www.google.com/search?q=Anatomy+of+the+Ear&client=safari&rls=en&tbo=u&source=univ&sa=X&ved=0ahUKEwjk89uu0n8bAhUUVWMKHdXgCRwOsAOIHA&biw=1024&bih=465) - Teacher Resource Images for Anatomy of the Ear
## American Sign Language 1
### Unit 8
### Length: 2 – 3 weeks

#### Unit Description:
In Unit 8, students will continue to enhance their use of the target language. They will create a presentation that showcases their understanding of family terminology and family dynamics/relationships. They will present and will use past, present, and future tenses in verbs and apply correct personal pronoun usage.

#### Unit Standards:
“The World Language Content Standards presents the knowledge, skills, and abilities that all learners should acquire during a sequence of World Language (WL) coursework. The standards are designed to accommodate all languages and describe the various stages a learner goes through to become proficient. The content standards are not tied to specific grade levels; instead, they describe the various stages of linguistic and cultural acquisition. They are presented in five categories which should be taught together and, in practice, merge into instruction within the various stages of the Language Learning continuum.”
(www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf)

#### Content:
Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

<table>
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<th>Stage 1:</th>
<th>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</th>
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| 1.1 Students address discrete elements of daily life, including: | a. Greetings and introductions  
b. Family and friends  
c. Pets  
d. Home and neighborhood  
e. Celebrations, holidays, and rites of passage  
f. Calendar, seasons, and weather  
g. Leisure, hobbies and activities, songs, toys and games, sports  
h. Vacations and travel, maps, destinations, and geography  
i. School, classroom, schedules, subjects, numbers, time, directions  
j. Important dates in the target culture  
k. Jobs  
l. Food, meals, restaurants |

#### Learning Objectives:
- Use American Sign Language to describe specific relationship dynamics (such as family structures/family dynamics).
- Use appropriate American Sign Language grammar.
- Participate in small and large group discussions.
- Convey their understanding through written and finger spelling assessments.
- Acquire information through a variety of sources, including digital.
- Conduct digital research and cite primary and secondary sources using an approved citation guide.
- Address the Deaf community with simple finger spelling commands.
- Highlight different cultural perspectives and points of view within the Deaf community.
- Write routinely over time.

#### Unit Assignments:
- Students will be required to utilize a literacy notebook. Students will use either a hard copy or digital notebook (or combination of both). The notebook will be used throughout the course of study. The notebook will contain key unit vocabulary, key unit reading and writing tasks and responses, key responses to text dependent questions, journal entries, ASL keyword dictionary references, etc. (Repeated in all units of study)
- As students continue enhancing their language use, students will be assigned a project that showcases their understanding of family dynamics and family terminology through the use of the target language. Students will create and describe a Family Tree Description Project. This is a comprehensive project that not only requires the students to create a family/relationship description project, but also has them present their family utilizing the target language. Students will sign a description of their family using Unit 8 vocabulary and previous vocabulary. Provisions will be made to pair up students if there are students who do not have a large family dynamic. Students will use a Web 2.0 tool such as PowerPoint to showcase their work.

#### Unit Assessments:
- Notebook Responses
- Unit quizzes and tests
- Family Tree Project Rubric
m. Shopping, clothes, colors, and sizes
n. Parts of the body, illness
o. Technology

Communication: Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways.

Stage I:
1.0 Students use formulaic language (learned words, signs [ASL], and phrases).
1.1 Engage in oral, written, or signed (ASL) conversations.
1.2 Interpret written, spoken, or signed (ASL) language.
1.3 Present to an audience of listeners, readers, or ASL viewers.

Functions
1.4 List, name, identify, and enumerate.
1.5 Identify learned words, signs (ASL), and phrases in authentic texts.
1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Cultures: Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Stage I:
1.0 Students use appropriate responses to rehearsed cultural situations.
1.1 Associate products, practices, and perspectives with the target culture.
1.2 Recognize similarities and differences in the target cultures and between students’ own cultures.
1.3 Identify cultural borrowings.

Structures: The content standards use the term structures to capture the multiple components of grammar that learners must control in order to...
successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

**Stage I:**

1. **0** Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
   1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
   1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.

**Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

**Stage I:**

1. **0** Students use language in highly predictable common daily settings.
   1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

**English Learner Considerations:**

See Unit 1

**Instructional Resources:**

- [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/) - Teacher and Student Resource - Purdue online writing lab for citation and writing assistance
- Composition Book or digital portfolio – Student Resource used throughout course of study for note making
- [https://www.youtube.com/watch?v=Nhib6qCHZ2Q](https://www.youtube.com/watch?v=Nhib6qCHZ2Q) - Teacher Resource for ASL Family Assignment
- [https://www.signingsavvy.com/wordlist/9/family%20members](https://www.signingsavvy.com/wordlist/9/family%20members) - Teacher Resource – Signing Family members
American Sign Language 1  
Unit 9  
Length: 2-3 weeks

**Unit Description:** In Unit 9, students continue learning additional language skills that enable them to indicate age, time of day, and more classifiers such as shape and size. The cultural emphasis in Unit 9 focuses on conducting research on Schools for the Deaf, examining colleges/universities for potential majors in Interpreting and/or Deaf Language.

**Unit Standards:**

“The World Language Content Standards presents the knowledge, skills, and abilities that all learners should acquire during a sequence of World Language (WL) coursework. The standards are designed to accommodate all languages and describe the various stages a learner goes through to become proficient. The content standards are not tied to specific grade levels; instead, they describe the various stages of linguistic and cultural acquisition. They are presented in five categories which should be taught together and, in practice, merge into instruction within the various stages of the Language Learning Continuum.”  
(www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf)

**Content:** Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

**Stage I:**

1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

**Communication:** Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways.

**Stage I:**

1.0 Students use formulaic language (learned words, signs [ASL], and phrases).  
1.1 Engage in oral, written, or signed (ASL) conversations.

**Learning Objectives:**

- Students will be able to…
  - Use the WWW to conduct research on a specific assigned topic using primary sources.  
  - Identify key college/university locations with Deaf studies and Interpretation as majors.  
  - Define a residential school.  
  - Participate in small and large group discussions.  
  - Convey their understanding through written and finger spelling assessments.  
  - Acquire information through a variety of sources, including digital.  
  - Conduct digital research and cite primary and secondary sources using an approved citation guide.  
  - Address the Deaf community with simple and more complex finger spelling commands.  
  - Highlight different cultural perspectives and points of view within the Deaf community.  
  - Write routinely over time.

**Unit Assignments:**

- Students will be required to utilize a literacy notebook. Students will use either a hard copy or digital notebook (or combination of both). The notebook will be used throughout the course of study. The notebook will contain key unit vocabulary, key unit reading and writing tasks and responses, key responses to text dependent questions, journal entries, ASL keyword dictionary references, etc.  
  (Repeated in all units of study)

- Students will conduct career and college exploration research. Each student will examine a variety of colleges/universities using WWW or other resources offering Deaf Studies and/or Interpreting majors. Students will create a brochure, poster, or other media that showcases the school, cost, attendance, enrollment expectations, geographic location, etc. (pertinent information) and present to the class or group of peers.

**Unit Assessments:**

- Notebook Responses  
- Unit quizzes and tests  
- College/University Presentation
1.2 Interpret written, spoken, or signed (ASL) language.
1.3 Present to an audience of listeners, readers, or ASL viewers.

**Functions**

1.4 List, name, identify, and enumerate.
1.5 Identify learned words, signs (ASL), and phrases in authentic texts.
1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

**Cultures:** Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

**Stage I:**

1.0 Students use appropriate responses to rehearsed cultural situations.
1.1 Associate products, practices, and perspectives with the target culture.
1.2 Recognize similarities and differences in the target cultures and between students’ own cultures.
1.3 Identify cultural borrowings.

**Structures:** The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

**Stage I:**

1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.
**Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

**Stage I:**
1.0 Students use language in highly predictable common daily settings.
1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

**English Learner Considerations:**
See Unit 1

**Instructional Resources:**
- [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/) - Teacher and Student Resource - Purdue online writing lab for citation and writing assistance
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- [http://colleges.startclass.com/d/o/American-Sign-Language-%28Asl%29](http://colleges.startclass.com/d/o/American-Sign-Language-%28Asl%29) - Teacher and Student resource – College and Universities offering ASL
- [http://study.com/articles/Be_an_American_Sign_Language_Interpreter_Salary_and_Career_Info.html](http://study.com/articles/Be_an_American_Sign_Language_Interpreter_Salary_and_Career_Info.html) - Teacher and Student resource careers in ASL
Unit 10
Length 2-3 weeks

Unit Description: In Unit 10, students will use American Sign Language to demonstrate their understanding of vocabulary used in everyday home life situations. Students will create a project that showcase various aspects of a home and use the objects within the home in order to participate in small group discussions using categories and hand movements to showcase action – such as walking down a hall or around a corner.

Unit Standards:

“The World Language Content Standards presents the knowledge, skills, and abilities that all learners should acquire during a sequence of World Language (WL) coursework. The standards are designed to accommodate all languages and describe the various stages a learner goes through to become proficient. The content standards are not tied to specific grade levels; instead, they describe the various stages of linguistic and cultural acquisition. They are presented in five categories which should be taught together and, in practice, merge into instruction within the various stages of the Language Learning continuum.”

(www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf)

Content: Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

Stage I:
1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
1.1 Students address discrete elements of daily life, including:
   a. Greetings and introductions
   b. Family and friends
   c. Pets
   d. Home and neighborhood
   e. Celebrations, holidays, and rites of passage
   f. Calendar, seasons, and weather
   g. Leisure, hobbies and activities, songs, toys and games, sports
   h. Vacations and travel, maps, destinations, and geography
   i. School, classroom, schedules, subjects, numbers, time, directions
   j. Important dates in the target culture
   k. Jobs

Learning Objectives:

Students will be able to...
- Participate in small and large group discussions.
- Convey their understanding through written and finger spelling assessments.
- Use appropriate vocabulary and terminology when referencing the Deaf community.
- Acquire information through a variety of sources, including digital.
- Conduct digital research and cite primary and secondary sources using an approved citation guide.
- Address the Deaf community with simple finger spelling commands.
- Highlight different cultural perspectives and points of view within the Deaf community.
- Write routinely over time.

Unit Assignments:

- Students will be required to utilize a literacy notebook. Students will use either a hard copy or digital notebook (or combination of both). The notebook will be used throughout the course of study. The notebook will contain key unit vocabulary, key unit reading and writing tasks and responses, key responses to text dependent questions, journal entries, ASL keyword dictionary references, etc. (Repeated in all units of study)
- As students’ progress in their understanding of the language, students will participate in an exercise that introduces the concepts of movement and actions using their language interpretation skills. Students will focus on interactions within the home. Students will create a model of a room within a home, which would include elements such as furniture, hallways, bathrooms, etc. They will study categories and movements and will incorporate these elements into presentations to their peers in American Sign Language. They will critique each other using a teacher generated rubric and will provide feedback to at least two of their peers on their use of the concepts of movement and actions.

Unit Assessments:

- Notebook Responses
- Unit quizzes and tests
- Peer Edit form
- Presentation
### Communication:
Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways.

#### Stage I:
1.0 Students use formulaic language (learned words, signs [ASL], and phrases).
1.1 Engage in oral, written, or signed (ASL) conversations.
1.2 Interpret written, spoken, or signed (ASL) language.
1.3 Present to an audience of listeners, readers, or ASL viewers.

#### Functions
1.4 List, name, identify, and enumerate.
1.5 Identify learned words, signs (ASL), and phrases in authentic texts.
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#### Cultures:
Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

#### Stage I:
1.0 Students use appropriate responses to rehearsed cultural situations.
1.1 Associate products, practices, and perspectives with the target culture.
1.2 Recognize similarities and differences in the target cultures and between students’ own cultures.
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**Structures:** The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

**Stage I:**
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1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.

**Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

**Stage I:**
1.0 Students use language in highly predictable common daily settings.
1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.
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<th>Instructional Resources:</th>
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American Sign Language 1  
Unit 11  
Length 2-3 weeks

**Unit Description:** In Unit 11, students participate in a group activity designed to demonstrate their use of American Sign Language. Students will work collaboratively to create a project that showcases their interpretation of English to Sign Language skills. They will present their project to their peers, write a reflection of the process, and will use a common rubric to assess at least two other class projects. Students will utilize a variety of technology resources throughout the unit.

**Unit Standards:**
“The World Language Content Standards presents the knowledge, skills, and abilities that all learners should acquire during a sequence of World Language (WL) coursework. The standards are designed to accommodate all languages and describe the various stages a learner goes through to become proficient. The content standards are not tied to specific grade levels; instead, they describe the various stages of linguistic and cultural acquisition. They are presented in five categories which should be taught together and, in practice, merge into instruction within the various stages of the Language Learning continuum.” (www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf)

**Content:** Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

**Stage I:**
1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
1.1 Students address discrete elements of daily life, including:
   - a. Greetings and introductions
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   - f. Calendar, seasons, and weather
   - g. Leisure, hobbies and activities, songs, toys and games, sports
   - h. Vacations and travel, maps, destinations, and geography
   - i. School, classroom, schedules, subjects, numbers, time, directions
   - j. Important dates in the target culture

**Learning Objectives:**
Students will be able to...
- Use the WWW to conduct research on a specific topic, compile research, and create a presentation such as a video, using a Web 2.0 tool.
- Use video editing tools appropriately.
- Participate in small and large group discussions.
- Convey their understanding through written and finger spelling assessments.
- Acquire information through a variety of sources, including digital.
- Conduct digital research and cite primary and secondary sources using an approved citation guide.
- Address the Deaf community with simple finger spelling commands.
- Highlight different cultural perspectives and points of view within the Deaf community.
- Write routinely over time.

**Unit Assignments:**
- Students will be required to utilize a literacy notebook. Students will use either a hard copy or digital notebook (or combination of both). The notebook will be used throughout the course of study. The notebook will contain key unit vocabulary, key unit reading and writing tasks and responses, key responses to text dependent questions, journal entries, ASL keyword dictionary references, etc. (Repeated in all units of study)
- Students will participate in a final project. Students will work in pairs and will create a video using a teacher assigned Web 2.0 tool or one approved by the teacher, to create an ASL Cooking Show and Script or other teacher assigned task. The Script will be written in English and translated into ASL gloss. The show will highlight a specific process from start to finish, including all of the process elements. Students will co-create the final project and will upload as part of their portfolio and present to the class or to a group. Students will be assessed by a teacher-generated rubric. Students will write a 1-page reflection of the process. Students will assess at least two other presentations and write a summary paragraph of the presentation and score using the teacher-generated rubric.
- **End of Year Cumulative Final Exam (created by the teacher)** – May be a project and/or writing task or other final assessment covering the key skills/competencies throughout the course of study.

**Unit Assessments:**
- Notebook Responses
- Unit quizzes and tests
- Semester Final Project
- Writing Reflection Summaries
Communication: Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways.

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Settings: Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

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