Escondido Union High School District

American Sign Language 2

EUHSD Board Approval Date: 5/16/17
The EUHSD *American Sign Language 2* 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 2

**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 2 course develop the ability to communicate accurately and effectively in expressive and receptive signing within a range of real life situations. The course builds off of the competencies acquired in American Sign Language 1. 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.

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### American Sign Language 2 Course Requirements

<table>
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<tr>
<th>Course Length:</th>
<th>One Year</th>
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<tbody>
<tr>
<td>UC/CSU Requirement:</td>
<td>This course is approved by UC as a “e” Foreign Language</td>
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<tr>
<td>Grade Level:</td>
<td>9-12</td>
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<tr>
<td>Graduation Requirement:</td>
<td>Meets EUHSD Fine Arts/World Language or CTE Requirement or Elective Credit</td>
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</tbody>
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| Course Numbers (Semester A): | 3073 |
| Transcript Abbreviation (Semester A): | ASL 2 A (P) |
| Course Numbers (Semester B): | 3074 |
| Transcript Abbreviation (Semester B): | ASL 2 B (P) |
| Credits per semester: | 5 |
| Required Prerequisite/s: | ASL 1 or Teacher Approval |
| Recommended Prerequisite/s: | None |
| Board Approval Date (Curriculum): | |
| Board Approval Date (Materials): | |
| Supplemental Instructional Material/s: | Each unit of instruction outlines a variety of instructional resources designed to meet the objectives of the unit. |
| Technology Resource/ | Recommend students access computers, such as a Chrome book and/or a lab for research based key assignments |
| Assessment/s: | 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. |
American Sign Language 2 Scope and Sequence Guide

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 2  
Unit 1  
Length: 2-3 weeks

**Unit Description:** As a review of the key skills acquired in ASL 1, students will review the basics in Finger Spelling and other target language skills acquired in ASL Course 1. This includes the basics in culture, vocabulary skill building, and use of numbers, gestures, etc. Students will participate in specific teacher designed performance tasks that enable students to demonstrate the target language exit level competencies from ASL 1.

**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 II

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

2.1 Students address topics related to self and the immediate environment, including:

a. Social relationships  
b. People in the community  
c. Zoo and farm animals, fables  
d. Care of the home, interacting with people in the community  
e. Holiday customs and transition points in life  
f. Climate  
g. Cultural and leisure-time activities, outdoor, recreational activities, music

**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 information from a diagnostic test to create personal language goals.  
- Use target language skills to highlight key ideas and details from a personal experience.  
- Critique the language skills of their peers.

**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 a formative assessment and basis of review of the key skills and competencies identified at the end of Course 1, students will take the summative unit final exam from course 1. Information from the assessment will be used to assist in creating learning goals for students in order to build upon the gaps identified from the assessment (attainment of target language skills in year 1). This will be used as a diagnostic tool only.

As a way of further enhancing student language skills, all students will individually create a collage of pictures that depict four main events from their summer break activities. Students may use any technology resource in order to create their collage and will present their findings, using the target language skills to a group of their peers. Students will be assessed on a common presentation rubric. Students will write personal goals for their language skills and add them to their notebook.

<table>
<thead>
<tr>
<th><strong>Unit Assessments:</strong></th>
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<tr>
<td>Notebook Responses</td>
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<td>Unit quizzes and tests</td>
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<td>Formative assessment from Course 1/Diagnostic</td>
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<tr>
<td>Presentation</td>
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<td>Goal Setting Notes</td>
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<tr>
<td>Communication:</td>
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</tbody>
</table>
| Stage II | 2.0 Students use created language (sentences and strings of sentences). 2.1 Engage in oral, written, or signed (ASL) conversations. 2.2 Interpret written, spoken, or signed (ASL) language. 2.3 Present to an audience of listeners, readers, or ASL viewers.  
**Functions** 2.4 Initiate, participate in, and close a conversation; ask and answer questions. 2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts. 2.6 Produce and present a simple 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 II** 2.0 Students choose an appropriate response to a variety of situations. |
2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.
2.2 State similarities and differences in the target cultures and between students' own cultures.
2.3 State reasons for 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 II**
2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics.
2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.
2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) 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 2**
2.0 Students use language in interpersonal settings.
2.1 Participate in 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/eldstdspubli...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

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.

Instructional Resources:

- Unit 1 Final Exam (used as a formative assessment to assess language skills from Course 1)
- http://cooltoolsforschools.wikispaces.com - Teacher and Student Resource Web 2.0 tools for schools

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
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 2
## Unit 2
### Length: 3-4 weeks

**Unit Description:** In Unit 2 students conduct independent research on the types of communication technology utilized within the Deaf community. They will learn about how the technology has evolved over time and will write their findings in a research summary paper. Students will also study basic language commands for offering and declining help or assistance from others. They will participate in small and large group class discussions using the target language designed to enhance their understanding of ASL language structures.

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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 II**

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

2.1 Students address topics related to self and the immediate environment, including:
   - a. Social relationships
   - b. People in the community
   - o. Technological advances and innovation

**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

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<tr>
<td>• Participate in small and large group discussions.</td>
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<tr>
<td>• Conduct research and present findings.</td>
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<tr>
<td>• Write routinely over time, demonstrating understanding of Informative Writing and use of Research practices.</td>
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<tr>
<td>• Use appropriate style manual guidelines for citing sources (APA).</td>
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<tr>
<td>• Summarize information.</td>
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<tr>
<td>• Address others appropriately.</td>
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<td>• Using their text resource and other WWW resources identified by the teacher, students will read from Chapter 60 of their text, <em>For Hearing People Only</em> and from <em>Movers and Shakers</em> (Thomas Edition piece). Students will take notes on the text pieces in their notebook and will respond to a series of teacher led discussions and text dependent questions.</td>
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<tr>
<td>• Students will use the WWW and other resources in order to identify key technologies utilized by the Deaf community. Students will summarize their findings in a 1-3-page report, citing sources using APA formatting, and will submit their report to the teacher. In order to enhance this task, students may work in partner groups and will invent their own culturally appropriate technology device. The invention must be feasible for use within the Deaf community and must be approved by the teacher. Students electing to enhance this task will present their invention/s to the class through an oral presentation.</td>
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<td>• Unit quizzes and tests</td>
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<tr>
<td>• Notes from reading/responses to TBQ</td>
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<tr>
<td>• Research paper</td>
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<tr>
<td>• Extension task (approval only) &amp; presentation</td>
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perspectives. It may be presentational: speaking, signing, and writing
take place in culturally appropriate ways.

| Stage II | 2.0 Students use created language (sentences and strings of sentences).  
2.1 Engage in oral, written, or signed (ASL) conversations.  
2.2 Interpret written, spoken, or signed (ASL) language.  
2.3 Present to an audience of listeners, readers, or ASL viewers.  

| Functions | 2.4 Initiate, participate in, and close a conversation; ask and answer questions.  
2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.  
2.6 Produce and present a simple 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 II | 2.0 Students choose an appropriate response to a variety of situations.  
2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.  

| 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 II | 2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics. |
2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.

2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) 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 II

2.0 Students use language in interpersonal settings.

2.1 Participate in 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
- Class Textbook, Chapter 12
- Movers and Shakers: Deaf People Who Changed The world by Catherine Carroll and Susan Mather – Teacher Resource
American Sign Language 2
Unit 3
Length: 3-4 weeks

Unit Description: In Unit 3, students learn to make requests, make negative statements and ask for advice using the target language. They will also correctly modify verbs with the subject or object and learn sentence structure for conditional clauses. Students will learn how to sign months with numerical incorporation.

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

2.1 Students address topics related to self and the immediate environment.

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 II
2.0 Students use created language (sentences and strings of sentences).

Learning Objectives:
- 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 of WWW to conduct research and write an informational essay citing sources using APA.
- Acquire information from a variety of sources.
- Identify key visionary leaders in Deaf community.
- Make requests, make negative statements, and ask for advice using the target language.
- Engage in oral and written activities using target language.
- Demonstrate understanding of general meaning statements.
- Produce simple and more complex sentences using target 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 use unit vocabulary to create an ASL dialogue with a partner and present their dialogue to a small group of audience classmates. The audience observes the dialogue and writes down an interpretation into English. Students will add their academic vocabulary to their notebooks.
- Students will read an article titled "Visionary Leader" on page 235 in their Learning American Sign Language textbook. They will research a Deaf athlete on the WWW that has impacted the deaf community and write a response explaining The American Amateur Association of the Deaf (AAAD) and the accomplishments of their selected athlete. Students will create a 2-4-page report/informational essay on their visionary leader and will share their leader with at least 2 peer groups.

Unit Assessments:
- Notebook Responses
- Unit quizzes and tests
- Vocabulary Notes
- Visionary Leader informational text
2.1 Engage in oral, written, or signed (ASL) conversations.
2.2 Interpret written, spoken, or signed (ASL) language.
2.3 Present to an audience of listeners, readers, or ASL viewers.

Functions
2.4 Initiate, participate in, and close a conversation; ask and answer questions.
2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
2.6 Produce and present a simple 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 II
2.0 Students choose an appropriate response to a variety of situations.

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.

2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics.
2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.
2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) 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 II
2.0 Students use language in interpersonal settings.
2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

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<th>English Learner Considerations:</th>
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<td>See Unit 1</td>
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<td><a href="http://www.gallaudet.edu/150/celebrate/visionary-leaders/arthur-kruger.html">www.gallaudet.edu/150/celebrate/visionary-leaders/arthur-kruger.html</a> - Teacher Resource - Visionary Leader article</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.signingsavvy.com/wordlist/30135">https://www.signingsavvy.com/wordlist/30135</a> - Teacher Resource Signing Savvy Dialogue Practice Resources</td>
</tr>
</tbody>
</table>
# American Sign Language 2
## Unit 4
### Length: 4 weeks

**Unit Description:** In Unit 4, students use target language and participate in discussions that convey place and direction. Students will use ASL to describe places within their neighborhood and surrounding community; including restaurants, hospitals, streets, and door-to-door directions. Students will learn about signing time, use of yes/no questions, use of rhetorical questioning, locative verbs, and the use of signers’ perspective and role shifting.

<table>
<thead>
<tr>
<th>Unit Standards:</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

**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 II**

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

**2.1** Students address topics related to self and the immediate environment, including:
- Social relationships
- People in the community
- Zoo and farm animals, fables
- Care of the home, interacting with people in the community
- Holiday customs and transition points in life
- Climate
- Cultural and leisure-time activities, outdoor, recreational activities, music
- Transportation, lodging, itineraries, geographic features and landmarks

<table>
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<th>Learning Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to...</strong></td>
</tr>
<tr>
<td>- Engage in basic signed conversation conveying simple ideas and concepts.</td>
</tr>
<tr>
<td>- Use finger spelling to respond to simple commands and questions.</td>
</tr>
<tr>
<td>- Participate in small and large group discussions.</td>
</tr>
<tr>
<td>- Use target language to describe geographic locations.</td>
</tr>
<tr>
<td>- Give/get directions using target language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Assignments:</th>
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<tbody>
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<td><strong>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)</strong></td>
</tr>
<tr>
<td>- A pair of students will be given a map of a city. The map will have designated locations that they must sign to their partner to ensure arrival. At the end of the given directions that partner team will compare locations to determine a successful arrival. Students will write a reflection related to receiving directions from the signer's perspective.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Unit Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Notebook Responses</td>
</tr>
<tr>
<td>- Unit quizzes and tests</td>
</tr>
<tr>
<td>- City Map Directions Partner Presentation</td>
</tr>
<tr>
<td>- Reflection of task</td>
</tr>
</tbody>
</table>
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 presentation: speaking, signing, and writing take place in culturally appropriate ways.

Stage II
2.0 Students use created language (sentences and strings of sentences).
2.1 Engage in oral, written, or signed (ASL) conversations.
2.2 Interpret written, spoken, or signed (ASL) language.
2.3 Present to an audience of listeners, readers, or ASL viewers.

Functions
2.4 Initiate, participate in, and close a conversation; ask and answer questions.
2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
2.6 Produce and present a simple 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 II
2.0 Students choose an appropriate response to a variety of situations.
2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.
2.2 State similarities and differences in the target cultures and between students' own cultures.
2.3 State reasons for 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 II
2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics.
2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.
2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) 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 II
2.0 Students use language in interpersonal settings.
2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

English Learner Considerations:
See Unit 1

Instructional Resources:
- Class Textbook – Chapter 16
American Sign Language 2  
Unit 5  
Length: 4-5 weeks

**Unit Description:** In Unit 5, students broaden their use of ASL and demonstrate independence in language use by translating song lyrics using ASL gloss. In addition, students will learn how to express attitudes, values, and opinion as well as learn to ask what others think. They will learn about verbs that change their movement to show more than one subject or object. They will also learn to use quantifiers such as many and some with different kinds of nouns.

**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 II**
2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
2.1 Students address topics related to self and the immediate environment, including:
   a. Social relationships
   b. Holiday customs and transition points in life
   c. Climate
   d. Cultural and leisure-time activities, outdoor, recreational activities, music

**Communication:** Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening,

### 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 ASL to translate a song lyric and meaning.
- Express attitudes, values, and options; as well as ask questions to determine what others think.
- Use verbs to show movement.
- Use quantifiers such as many and some with different nouns.

### 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)*
- At this point in the curriculum, students are beginning to use ASL as their only form of classroom communication. In order to continue demonstrating their understanding, students will use ASL to translate a song. Students will select a song using the WWW. They will translate the English lyrics into ASL gloss. Students will learn how to sign the song and will perform it in front of the class by either video or live production.

### Unit Assessments:

- Notebook Responses
- Unit quizzes and tests
- ASL Lyrics Presentation
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 II**

2.0 Students use created language (sentences and strings of sentences).
2.1 Engage in oral, written, or signed (ASL) conversations.
2.2 Interpret written, spoken, or signed (ASL) language.
2.3 Present to an audience of listeners, readers, or ASL viewers.

**Functions**

2.4 Initiate, participate in, and close a conversation; ask and answer questions.
2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
2.6 Produce and present a simple 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 II**

2.0 Students choose an appropriate response to a variety of situations.
2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.
2.2 State similarities and differences in the target cultures and between students’ own cultures.
2.3 State reasons for 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 II**

2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics.

2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.

2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) 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 II**

2.0 Students use language in interpersonal settings.

2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

### English Learner Considerations:

See Unit 1

### Instructional Resources:

- Class Textbook, Chapter 18
- [https://www.startasl.com/songs-for-the-deaf.html](https://www.startasl.com/songs-for-the-deaf.html) - Teacher Resource website for Interpreting Songs for the Deaf
- [http://www.songlyrics.com](http://www.songlyrics.com) - Teacher and Student Resource A Collection of Song Lyrics website
**American Sign Language 2**  
**Unit 6**  
**Length: 5 weeks**

**Unit Description:** In Unit 6, students continue to enhance their everyday use of the target language by discussing life plans and goals using ASL. Students will work on everyday communication skills, including discussing one’s knowledge and abilities. They will create life goals and plans and learn how to cancel them. Students will use types of numbers for cardinal, age, time, and money in their descriptions.

<table>
<thead>
<tr>
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| “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) | 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.  
- Create meaningful life goals that include age, time, and money in description (using target language).  
- Acquire information and recognize distinct target language signs. | 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)* | **Notebook Responses**  
**Unit quizzes and tests**  
**Event and Goal Planning activity & analysis of skills** |
| 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 II**  
2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.  
2.1 Students address topics related to self and the immediate environment, including:  
  a. Social relationships  
  b. People in the community  
  c. Care of the home, interacting with people in the community  
  d. Holiday customs and transition points in life  
  e. Climate  
  g. Cultural and leisure-time activities, outdoor, recreational activities, music  
  h. Transportation, lodging, itineraries, geographic features and landmarks  
  i. Curricular and extracurricular interests and events | | | |
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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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.1 Engage in oral, written, or signed (ASL) conversations.</td>
</tr>
<tr>
<td></td>
<td>2.2 Interpret written, spoken, or signed (ASL) language.</td>
</tr>
<tr>
<td></td>
<td>2.3 Present to an audience of listeners, readers, or ASL viewers.</td>
</tr>
</tbody>
</table>

**Functions**

| 2.4 Initiate, participate in, and close a conversation; ask and answer questions. |
| 2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts. |
| 2.6 Produce and present a simple 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.

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<th>Stage II</th>
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<tr>
<td></td>
<td>2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.</td>
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<td></td>
<td>2.2 State similarities and differences in the target cultures and between students’ own cultures.</td>
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<td>2.3 State reasons for cultural borrowings.</td>
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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 II**

2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics.

2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.

2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) 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 II**

2.0 Students use language in interpersonal settings.

2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

**English Learner Considerations:**

See Unit 1

**Instructional Resources:**

- Class Textbook Chapter 14 & 15
- [http://www.asl-events.com/create-event.php#WDtEPmVYC3A](http://www.asl-events.com/create-event.php#WDtEPmVYC3A) - Teacher Resource Event Planning Using ASL
- [http://studentweb.bellevuecollege.edu/asl/calendar/](http://studentweb.bellevuecollege.edu/asl/calendar/) - Teacher Resource ASL Calendar of Events Sample
American Sign Language 2
Unit 7
Length: 4 weeks

**Unit Description:** In Unit 7, students explore community resources for children. Students will study a variety of youth camps and programs. Students learn how to talk about resources and activities available to the Deaf and Hard of Hearing community. Students will also continue learning how to use correct grammatical expressions for verbs that show repeated and continually and use of adjectives to show intensity.

**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 II**

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

2.1 Students address topics related to self and the immediate environment, including:

a. Social relationships
h. Transportation, lodging, itineraries, geographic features and landmarks
i. Curricular and extracurricular interests and events
k. Professions and the working world
n. Health, medical care

**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

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<td>Students will be able to...</td>
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<td>Notebook Responses</td>
</tr>
<tr>
<td>Engage in basic signed conversation conveying simple ideas and concepts.</td>
<td>As students progress through ASL 2, they are beginning to acquire the knowledge of the types of community services and events accessible to the Deaf Community. In order to assist in this task, students will conduct research on the types of activities/opportunities available in their surrounding community for elementary age children that are deaf friendly. Students will compile a list of services and add it to their notes. In addition, students will research Deaf Friendly camps for elementary aged children. They will identify camps and will then create a deaf friendly Spring Break weeklong camp for the deaf. The students will work in partner groups and will include an original camp name, theme for the camp, age brackets, list of employees needed, daily activities, and how the camp is culturally designed for the Deaf. Students will research information related to children's day camps using the <a href="http://WWW">WWW</a>. Students will create a tri-fold or other presentation format explaining the details about their camp with at least one cited resource. They will present to school faculty and staff at the &quot;Camp Fair.&quot; Students will select the &quot;best&quot; camp experience based on a teacher created criteria. Students will cite their sources using appropriate APA citation.</td>
<td>Unit quizzes and tests</td>
</tr>
<tr>
<td>Use finger spelling to respond to simple commands and questions.</td>
<td>Use WWW to conduct research on community services for Deaf community.</td>
<td>Camp Project using appropriate presentation tools</td>
</tr>
<tr>
<td>Participate in small and large group discussions.</td>
<td>Present information to an audience using ASL.</td>
<td></td>
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<tr>
<td>Use correct verb and adjective forms for words that repeat, show continually, and adjectives that illustrate intensity.</td>
<td>Use WWW to conduct research on community services for Deaf community.</td>
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<tr>
<td>Discuss resources available to youth within the Deaf community.</td>
<td>Engage in basic signed conversation conveying simple ideas and concepts.</td>
<td></td>
</tr>
<tr>
<td>Present information to an audience using ASL.</td>
<td>Use finger spelling to respond to simple commands and questions.</td>
<td></td>
</tr>
<tr>
<td>Use WWW to conduct research on community services for Deaf community.</td>
<td>Participate in small and large group discussions.</td>
<td></td>
</tr>
<tr>
<td>Engage in small and large group discussions using target language.</td>
<td>Use correct verb and adjective forms for words that repeat, show continually, and adjectives that illustrate intensity.</td>
<td></td>
</tr>
<tr>
<td>Summarize an experience using target language.</td>
<td>Discuss resources available to youth within the Deaf community.</td>
<td></td>
</tr>
<tr>
<td>Interpret the meaning expressed by others using ASL.</td>
<td>Present information to an audience using ASL.</td>
<td></td>
</tr>
</tbody>
</table>

**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 ASL 2, they are beginning to acquire the knowledge of the types of community services and events accessible to the Deaf Community. In order to assist in this task, students will conduct research on the types of activities/opportunities available in their surrounding community for elementary age children that are deaf friendly. Students will compile a list of services and add it to their notes. In addition, students will research Deaf Friendly camps for elementary aged children. They will identify camps and will then create a deaf friendly Spring Break weeklong camp for the deaf. The students will work in partner groups and will include an original camp name, theme for the camp, age brackets, list of employees needed, daily activities, and how the camp is culturally designed for the Deaf. Students will research information related to children's day camps using the WWW. Students will create a tri-fold or other presentation format explaining the details about their camp with at least one cited resource. They will present to school faculty and staff at the "Camp Fair." Students will select the "best" camp experience based on a teacher created criteria. Students will cite their sources using appropriate APA citation.

**Unit Assessments:**

- Notebook Responses
- Unit quizzes and tests
- Camp Project using appropriate presentation tools
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 II
2.0 Students use created language (sentences and strings of sentences).
2.1 Engage in oral, written, or signed (ASL) conversations.
2.2 Interpret written, spoken, or signed (ASL) language.
2.3 Present to an audience of listeners, readers, or ASL viewers.

Functions
2.4 Initiate, participate in, and close a conversation; ask and answer questions.
2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
2.6 Produce and present a simple 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 II
2.0 Students choose an appropriate response to a variety of situations.
2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.
2.2 State 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.
<table>
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<tr>
<th>Stage II</th>
<th>Instructional Resources:</th>
</tr>
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</table>
| 2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics. 2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications. 2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) of the languages the students know. | **http://www.deafcommunityservices.org** - Teacher Resource Community Resources for the Deaf (San Diego)  
**Class Textbook – Chapter 10 & 20**  
**https://aspencamp.org** - Teacher Resource Sample Summer Camp for the Deaf and HOH community  
**http://www.lifeprint.com/asl101/pages-layou\textslash\inflection.htm** - Teacher Resource - Using Verbs to express meaning  

**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 II**  
2.0 Students use language in interpersonal settings.  
2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

**English Learner Considerations:**  
See Unit 1
American Sign Language 2  
Unit 8  
Length: 4 weeks

**Unit Description:** In Unit 8, students apply all of the skills acquired in ASL 1 and 2 and complete a capstone career search and mock interview assignment. At this point in the curriculum, students are able to communicate completely in ASL with need for a few vocabulary clarifications from the teacher. Students will build upon the career search conducted in ASL 1 and will now go more deeply into the types of employment skills necessary for a career as an Interpreter for the Deaf. They will learn about occupations, professions, and will apply that work experience to creating a resume and cover letter for a real position. Students will also learn vocabulary that incorporates an agent suffices and will practice asking rhetorical questions and to use understand to precede a question requiring a stipulation, qualification, or condition.

<table>
<thead>
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</thead>
<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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</tbody>
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<table>
<thead>
<tr>
<th>Content:</th>
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<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Stage II 2.0</th>
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<tbody>
<tr>
<td>Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</td>
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<tr>
<td>2.1 Students address topics related to self and the immediate environment, including:</td>
</tr>
<tr>
<td>a. Social relationships</td>
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<tr>
<td>b. People in the community</td>
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<tr>
<th>Communication:</th>
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<tr>
<td>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</td>
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<thead>
<tr>
<th>Learning Objectives:</th>
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<tr>
<td><strong>Students will be able to…</strong></td>
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<tr>
<td>• Engage in basic signed conversation conveying simple ideas and concepts.</td>
</tr>
<tr>
<td>• Use finger spelling to respond to simple commands and questions.</td>
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<tr>
<td>• Participate in small and large group discussions.</td>
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<td>• Conduct online research on careers.</td>
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<td>• Create a resume and cover letter using industry specifications.</td>
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<tr>
<td>• Respond to rhetorical questions using rhetorical devices.</td>
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<tr>
<td>• Use ASL to acquire information and share specific viewpoints.</td>
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<tr>
<td>• Participate fully in conversations using only ASL.</td>
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<tr>
<td>• Present to an audience or others.</td>
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<tr>
<td>• Participate in a question answer situation (Mock Interview).</td>
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<tr>
<td>• Demonstrate the understandings of the ASL culture.</td>
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<tr>
<th>Unit Assignments:</th>
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<tr>
<td>• 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)</td>
</tr>
<tr>
<td>• As a culminating activity, and building off of the task of researching colleges/universities in ASL 1, students will now research careers/employment opportunities using ASL. Working in teacher assigned groups, students will conduct research using the WWW and other resources searching for employment opportunities requiring ASL. Students will select at least 3 opportunities, cite the employment source and outline all information relative to the position postings. They will select one source and create a cover letter, resume, and potential interview questions based on the job posting. Students will role play interviewer/interviewee positions and conduct the interview in ASL. They will complete the Mock Interview process with at least two other groups and will select the best candidate for the job based on the job posting criteria. Students will write a 1-page rationale for their selection and will offer feedback to their peers on interview/interviewee process.</td>
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<tr>
<th>Unit Assessments:</th>
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<tbody>
<tr>
<td>• Notebook Responses</td>
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<td>• Unit quizzes and tests</td>
</tr>
<tr>
<td>• Resume</td>
</tr>
<tr>
<td>• Cover Letter</td>
</tr>
<tr>
<td>• 1 Page Reflection</td>
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<tr>
<td>• Peer Feedback Forms</td>
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perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways.

Stage II
2.0 Students use created language (sentences and strings of sentences).
2.1 Engage in oral, written, or signed (ASL) conversations.
2.2 Interpret written, spoken, or signed (ASL) language.
2.3 Present to an audience of listeners, readers, or ASL viewers.

Functions
2.4 Initiate, participate in, and close a conversation; ask and answer questions.
2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
2.6 Produce and present a simple 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 II
2.0 Students choose an appropriate response to a variety of situations.
2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.
2.2 State similarities and differences in the target cultures and between students’ own cultures.
2.3 State reasons for 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.
<table>
<thead>
<tr>
<th>Stage II</th>
<th>Instructional Resources</th>
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<tbody>
<tr>
<td>2.0 Students use sentence-level elements (morphology or syntax</td>
<td>- <a href="https://www.livecareer.com/letter-samples/cover-letters-misc/asl-interpreter">https://www.livecareer.com/letter-samples/cover-letters-misc/asl-interpreter</a> - Teacher Resource Sample ASL Cover Letters</td>
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<tr>
<td>or both) to understand concrete and factual topics.</td>
<td>- <a href="http://www.indeed.com/q-American-Sign-Language-jobs.html">http://www.indeed.com/q-American-Sign-Language-jobs.html</a> - Teacher Resource ASL Job Opportunities website</td>
</tr>
<tr>
<td>2.1 Use sentence-level elements (morphology or syntax or both)</td>
<td>- Class Textbook, Chapter 21</td>
</tr>
<tr>
<td>to produce informal communications.</td>
<td>- <a href="https://www.youtube.com/watch?v=MsyXgVLoZK">https://www.youtube.com/watch?v=MsyXgVLoZK</a> - Teacher Resource – ASL Job Interview UTUBE Clip</td>
</tr>
<tr>
<td>2.2 Identify similarities and differences in the sentence-level</td>
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<td>elements (morphology or syntax or both) of the languages the</td>
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<td>students know.</td>
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<tr>
<td><strong>Settings:</strong> Language users need to carry out tasks in a variety</td>
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<td>of situations representative of those they will experience in the</td>
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<td>target culture. The success of learner communication will depend</td>
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<td>on the situation in which the language is used. Understanding</td>
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<td>social linguistic norms will assist learners in communicating</td>
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<td>effectively in real-world encounters.</td>
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<tr>
<td><strong>Stage II</strong></td>
<td></td>
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<tr>
<td>2.0 Students use language in interpersonal settings.</td>
<td></td>
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<tr>
<td>2.1 Participate in age-appropriate cultural or language-use</td>
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<tr>
<td>opportunities outside the classroom.</td>
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<tr>
<td><strong>English Learner Considerations:</strong></td>
<td></td>
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<tr>
<td>See Unit 1</td>
<td></td>
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