Escondido Union High School District

American Sign Language 3

EUHSD Board Approval Date: 5/16/17
The EUHSD American Sign Language 3 curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The course is the capstone course in a series of 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/

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

American Sign Language 3

Course Description: The study of American Sign Language (ASL) three offers students the chance to communicate in, and understand, another language at an advanced level while studying information about the community and culture of the Deaf. Students enrolled in the American Sign Language 3 course demonstrate an advanced ability to communicate accurately and effectively in expressive and receptive signing within a range of real life situations. The course extends the learning from American Sign Language 1 and 2. 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 3 Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Year</th>
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</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>9-12</td>
</tr>
<tr>
<td>UC/CSU Requirement:</td>
<td>This course is approved by UC as a “e” Foreign Language</td>
</tr>
<tr>
<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>3075</td>
</tr>
<tr>
<td>Transcript Abbreviation (Semester A):</td>
<td>ASL 3 A (P)</td>
</tr>
<tr>
<td>Course Numbers (Semester B):</td>
<td>3076</td>
</tr>
<tr>
<td>Transcript Abbreviation (Semester B):</td>
<td>ASL 3 B (P)</td>
</tr>
<tr>
<td>Credits</td>
<td>5 per semester</td>
</tr>
<tr>
<td>Required Prerequisite/s:</td>
<td>ASL 2 or Teacher Approval</td>
</tr>
<tr>
<td>Recommended Prerequisite/s:</td>
<td>None</td>
</tr>
<tr>
<td>Board Approval Date (Curriculum):</td>
<td></td>
</tr>
<tr>
<td>Board Approval Date (Materials):</td>
<td></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>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>
American Sign Language 3 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 College and Career Readiness expectations outlined within the California Model Career Technical Education 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.

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 3 Scope and Sequence  
Unit 1  
Length: 3 weeks  

**Unit Description:** In Unit 1, students will conduct a series of formative assessments designed to inform themselves and their teacher as to their current language skill levels in each of the language domains. Students will complete a performance task that showcases their interests and cultural identity. They will use technology (Web 2.0 tools) to convey their interests and cultural identity to the class through an oral presentation. Utilizing common rubrics for speaking/listening, students will assess their own ability to convey their key points, as well as those of at least two other presentations. Students will complete metacognitive writing tasks, reflecting on their own learning goals for the course.

**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](http://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.

**Step III:**

3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
3.1 Students address concrete and factual topics related to the immediate and external environment, including:
   a. Social norms
   b. Historical and cultural figures, stereotypes
   i. Curricular and extracurricular subjects
   k. Careers and future plans

**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

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<td>Use technology to create notes and submit assignments.</td>
<td>Students participate in a personalized license plate performance task where they are expected to explain different characteristics and aspects of their life. This includes their future career and educational goals. Students may utilize a variety of Web 2.0 tools to create this task. Students will include a variety of hobbies and interests that pertain to their personal story. The task will include a variety of symbols</td>
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<td><strong>End of Unit exam</strong></td>
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<td><strong>Personalized License Plate project and reflection</strong></td>
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<td>Analyze their own sign ability utilizing a rubric.</td>
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<td><strong>Fluency Tests</strong></td>
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<td>Complete projects according to deadlines.</td>
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**Unit Assignments:**

- All students will be required to utilize a literacy notebook. Students will use either a hardcopy 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.

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presentational: speaking, signing, and writing take place in culturally appropriate ways.

**Stage III:**
3.0 Students use planned language (paragraphs and strings of paragraphs).
3.1 Engage in oral, written, or signed (ASL) conversations.
3.2 Interpret written, spoken, or signed (ASL) language.
3.3 Present to an audience of listeners, readers, or ASL viewers.

**Functions**
3.4 Describe, narrate, explain, and state an opinion.
3.5 Demonstrate understanding of the main idea and key details in authentic texts.
3.6 Produce 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 III:**
3.0 Students determine appropriate responses to situations with complications.
3.1 Use products, practices, and perspectives in culturally appropriate ways.
3.2 Describe similarities and differences in the target cultures and between students’ own cultures.
3.3 Describe how products and practices change when cultures come in contact.

**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.

Students will present their project in front of the class; describing themselves and getting to know others within the class as a cultural team building exercise. Student presentations will be assessed utilizing a teacher generated rubric. Students will be required to peer edit at least two additional presentations. Students will write a one-page reflective summary of this experience, which will include a self-assessment of their sign language knowledge.

- All students will be required to complete a series of fluency tests. The assessment of learning includes the following components: vocabulary, receptive, expressive, and written. Results are utilized to help students set purposeful goals for their learning.
- Students will examine a series of real world events and will participate in a series of ASL 3 conversations that are designed to enhance fluency. The conversations provide opportunities to interact with others and convey their thoughts and opinions utilizing the language.
| Stage III:  
3.0 Students use knowledge of text structure to understand topics related to the external environment. 
3.1 Use paragraph-level discourse (text structure) to produce formal communications.  

**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 III:  
3.0 Students use language in informal and some formal settings.  
3.1 Initiate 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/cr/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/cr/documents/eldstndspublication14.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 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.

### Instructional Resources:
- Signing Naturally Text & video series (teacher resource)
- [https://deafculturethat.com/](https://deafculturethat.com/) (teacher resource)
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**  
**Unit 2**  
**Length: 3 weeks**

**Unit Description:** In Unit 2, students will complete a performance task in small groups where they analyze a specific health condition utilizing key ASL terminology/vocabulary. Students will demonstrate their learning by creating a real-world scenario where a Deaf person would attend to a medical need. The focus is working collaboratively to convey the Deaf person’s medical needs to others, from the setting of an appointment, utilizing technology (if applicable) through evaluation of the entire process. The focus rests on the communication of general health challenges or issues students may face and how these issues are communicated to others. The students will increase their ability to communicate through signed narratives and to interpret emotional and social norms through the performance based task.

<table>
<thead>
<tr>
<th>Unit Standards:</th>
<th>Learning Objectives:</th>
<th>Unit Assignments:</th>
<th>Unit Assessments:</th>
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<tbody>
<tr>
<td><strong>Content:</strong> 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>
<td><strong>Students will be able to…</strong></td>
<td><strong>- All students will be required to utilize a literacy notebook. Students will use either a hardcopy 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.</strong></td>
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| **Stage III:**  
3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.  
3.1 Students address concrete and factual topics related to the immediate and external environment, including:  
a. Social norms  
b. Historical and cultural figures, stereotypes  
c. Community issues, current events  
d. Origins of rites of passage, social and regional customs  
e. Nutrition, fitness, and health  
f. Cultural differences in health 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 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. | **- Use technology to create notes and submit assignments.**  
**- Use technology to conduct research.**  
**- Create an annotated bibliography utilizing APA citation.**  
**- Work individually as well as in groups.**  
**- Analyze their own sign ability utilizing a rubric.**  
**- Assess others.**  
**- Write routinely over time.**  
**- Convey a variety of personal information utilizing the primary language.**  
**- Complete projects according to deadlines.**  
**- Identify key cultural findings within the Deaf Community.**  
**- Conduct presentations using grade level speaking/listening skills.** | **- Students conduct research exploring a variety of medical conductions. Students will select one and get approval from their teacher. The student group will work collaboratively to create a script written in ASL Gloss. Students will create an annotated bibliography citing the primary sources of their information. Working in groups they will use ASL to present their real life** | **- Fingerspelling Quiz**  
**- End of Unit exam**  
**- Medical Skit reflective summary and rubric analysis** |
3.3 Present to an audience of listeners, readers, or ASL viewers.

**Functions**
3.4 Describe, narrate, explain, and state an opinion.
3.5 Demonstrate understanding of the main idea and key details in authentic texts.
3.6 Produce 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 III:**
3.0 Students determine appropriate responses to situations with complications.
3.1 Use products, practices, and perspectives in culturally appropriate ways.
3.2 Describe similarities and differences in the target cultures and between students’ own cultures.
3.3 Describe how products and practices change when cultures come in contact.

**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 III:**
3.0 Students use knowledge of text structure to understand topics related to the external environment.
3.1 Use paragraph-level discourse (text structure) to produce formal communications.

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scenario. The students will use video tools to create their skit and will edit that video to be shown in class explaining the process of a Deaf person having an ailment, setting up a doctor's appointment, going to the doctor and picking up a prescription. Each student within the group will rotate roles throughout the video. Students will utilize a common rubric and will peer edit each group’s video as an assessment of learning. Students will write a one-page reflection of this task, focusing on the cultural underpinnings of the Deaf community and challenges that may be faced in this social interaction.

- Students will examine a series of real world events and will participate in a series of ASL 3 conversations that are designed to enhance fluency. The conversations provide opportunities to interact with others and convey their thoughts and opinions utilizing the language.
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 III:
3.0 Students use language in informal and some formal settings.
3.1 Initiate age-appropriate cultural or language-use opportunities outside the classroom.

<table>
<thead>
<tr>
<th>English Learner Considerations:</th>
<th>Instructional Resources:</th>
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<tr>
<td>See Unit 1</td>
<td>• Signing Naturally Text &amp; video series (teacher resource)</td>
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<td></td>
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American Sign Language
Unit 3
Length: 3 weeks

**Unit Description:** In Unit 3 students will conduct research on a variety of assistive technology designed to enhance the lives of the Deaf community. Students will write a research paper on a specific assistive technology. They will utilize the primary language to complete a performance based task where they identify a new technology that could assist a Deaf person – creating a business plan according to industry standards and will submit their proposal to the class in an oral presentation utilizing the primary language.

**Unit Standards:**

**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 III:**
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  - b. Historical and cultural figures, stereotypes
  - c. Community issues, current events
  - d. Effects of technology on the modern world

**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 III:**
- 3.0 Students use planned language (paragraphs and strings of paragraphs).
- 3.1 Engage in oral, written, or signed (ASL) conversations.
- 3.2 Interpret written, spoken, or signed (ASL) language.
- 3.3 Present to an audience of listeners, readers, or ASL viewers.

**Functions**
- 3.4 Describe, narrate, explain, and state an opinion.

**Learning Objectives:**

**Students will be able to…**
- Use technology to create notes and submit assignments.
- Use technology to conduct research.
- Create an annotated bibliography utilizing APA citation.
- Work individually as well as in groups.
- Analyze their own sign ability utilizing a rubric.
- Assess others.
- Write routinely over time.
- Convey a variety of personal information utilizing the primary language.
- Complete projects according deadlines.
- Identify key cultural findings within the Deaf Community.
- Create a business plan using industry standards.
- Conduct presentations using grade level speaking/listening skills.

**Unit Assignments:**
- All students will be required to utilize a literacy notebook. Students will use either a hardcopy 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 keyboard dictionary references, etc.
- Students will study a variety of technological advancements designed to broaden their understanding of assistive technology for the deaf community. Based upon their findings, students will work in pairs and will create an invention that is designed to assist a deaf person in ease of life. Similar to Shark Tank, students will create a comprehensive business plan that includes the following: idea proposal, rationale for use, marketing, etc. They

**Unit Assessments:**
- Literacy notebook – journal response
- Fingerspelling Quiz
- End of Unit exam
- Technology Presentation
- Research Paper
### 3.5 Demonstrate understanding of the main idea and key details in authentic texts.

### 3.6 Produce 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 III:

**3.0 Students determine appropriate responses to situations with complications.**

**3.1 Use products, practices, and perspectives in culturally appropriate ways.**

**3.2 Describe similarities and differences in the target cultures and between students' own cultures.**

**3.3 Describe how products and practices change when cultures come in contact.**

**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 III:

**3.0 Students use knowledge of text structure to understand topics related to the external environment.**

**3.1 Use paragraph-level discourse (text structure) to produce formal communications.**

**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.

**3.0 Students will use a Web 2.0 tool to submit their proposal and will present in pairs to the entire class and will be assessed utilizing a common rubric for speaking, listening, and content. The presentation is completed entirely in sign language.**

- Students will write a 1-3-page research paper on a specific assistive technology and how that technology has transformed the user’s daily life. The paper will include at least two primary sources and will be completed as part of the student’s overall presentation. Students will utilize APA formatting.

- Students will examine a series of real-world events and will participate in a series of ASL 3 conversations that are designed to enhance fluency. The conversations provide opportunities to interact with others and convey their thoughts and opinions utilizing the language.
<table>
<thead>
<tr>
<th>Stage III:</th>
<th>Instructional Resources:</th>
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<th>English Learner Considerations:</th>
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# American Sign Language Unit 4

**Length: 6-7**

**Unit Description:** In Unit 4, students will explore cultural identity through online research and class discussions – focusing on the cultural underpinnings of the Deaf culture and community. Students will conduct a personal 1-1 interview with another adult, showcasing the person’s cultural heritage and geographic history to the United States. Students will create a presentation of the interview and culture and will present to the class/groups using ASL.

## Unit Standards:

<table>
<thead>
<tr>
<th>Content</th>
<th>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.</th>
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<td>3.0</td>
<td>Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</td>
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<td>3.1</td>
<td>Students address concrete and factual topics related to the immediate and external environment, including:</td>
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<td></td>
<td>b. Historical and cultural figures, stereotypes</td>
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<tr>
<td></td>
<td>c. Community issues, current events</td>
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<td></td>
<td>d. Origins of rites of passage, social and regional customs</td>
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<tr>
<td></td>
<td>e. Cultural, historical, and geographical aspects of travel</td>
</tr>
<tr>
<td></td>
<td>i. Significant historical events</td>
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| 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 III: | 3.0 Students use planned language (paragraphs and strings of paragraphs). 3.1 Engage in oral, written, or signed (ASL) conversations. 3.2 Interpret written, spoken, or signed (ASL) language. 3.3 Present to an audience of listeners, readers, or ASL viewers. |

| Functions | 3.4 Describe, narrate, explain, and state an opinion. |

## Learning Objectives:

- Use technology to create notes and submit assignments.
- Use technology to conduct research.
- Create an annotated bibliography utilizing APA citation.
- Work individually as well as in groups.
- Analyze their own sign ability utilizing a rubric.
- Assess others.
- Write routinely over time.
- Convey a variety of personal information utilizing the primary language.
- Complete projects according to deadlines.
- Identify key cultural findings within the Deaf Community.
- Conduct presentations using grade level speaking/listening skills.

## Unit Assignments:

- All students will be required to utilize a literacy notebook. Students will use either a hardcopy 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.
- Students will explore what it means to have a cultural identity. They will examine a series of digital and print resources on cultural identity to form their foundational understanding. Students will interview a member of their family or other adult about their cultural heritage. Students will write a written summary of the 1-1 interview, which includes both the question and response and translate those findings into ASL Gloss. In addition, students will explore the geographical

## Unit Assessments:

- Literacy notebook – journal response
- Fingerspelling Quiz
- End of Unit exam
- Family Heritage project
- Reflection
- Quiz on Pierre de Ronsard
- End of Semester Final Exam
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<tr>
<th>Stage III:</th>
<th>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.</th>
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<td>3.1 Use paragraph-level discourse (text structure) to produce formal communications.</td>
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<tr>
<td>3.2 Describe similarities and differences in the target cultures and between students' own cultures.</td>
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<td>3.3 Describe how products and practices change when cultures come in contact.</td>
<td>location of the person’s history, which will include a summary of geographic locations and/or a migration timeline of the person’s journey in coming to their present location in America. The geographical history will be a part of the student’s overall project. Students will utilize assigned vocabulary related to culture, heritage, and a person’s self-perception and will sit in groups of four and, utilizing a teacher generated rubric, will share their person’s cultural history with three other persons. Students will then write a 1-page reflection of this task.</td>
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<td>Stage III:</td>
<td>• From their text, students will read the biographical story about Pierre de Ronsard from the book Movers and Shakers and answer questions related to the content of the story. Students will translate the Poem utilizing ASL and attend to key vocabulary, terminology – clarifying dual meanings.</td>
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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.

**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 III:
3.0 Students use language in informal and some formal settings.
3.1 Initiate age-appropriate cultural or language-use opportunities outside the classroom.

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### English Learner Considerations:

See Unit 1

### Instructional Resources:

- Signing Naturally Text & video series (teacher resource)
- [https://deafculturethat.com/](https://deafculturethat.com/) (teacher resource)
- [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/) (teacher resource)
- World Book Online (student and teacher resource)
- [https://www.poetryfoundation.org/poems-and-poets/poets/detail/pierre-de-ronsard](https://www.poetryfoundation.org/poems-and-poets/poets/detail/pierre-de-ronsard) (teacher resource)
Semester B:
American Sign Language
Unit 5
Length – 6 weeks

Unit Description: In Unit 5, students will explore enduring understandings of the Deaf community. Students will select from a series of novels and will explore the fictional lives of the characters within their novel choice; identifying the theme through a literary analysis exploration. Students will participate in literacy circles, utilize blogs, create chapter summaries, and conduct conversations around key ideas and details from their readings. Students will write a literacy analysis essay that explores the key themes and characters within their novel of choice.

Unit Standards:

| Content | Stage III: 3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 3.1 Students address concrete and factual topics related to the immediate and external environment, including:  a. Social norms  b. Historical and cultural figures, stereotypes  c. Community issues, current events  d. Origins of rites of passage, social and regional customs |
| Communication | Stage III: 3.0 Students use planned language (paragraphs and strings of paragraphs). 3.1 Engage in oral, written, or signed (ASL) conversations. 3.2 Interpret written, spoken, or signed (ASL) language. 3.3 Present to an audience of listeners, readers, or ASL viewers. |

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<td>• Create an annotated bibliography utilizing APA citation.</td>
<td>• Literacy Analysis paper</td>
</tr>
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<td>• Work individually as well as in groups.</td>
<td>• End of Unit Exam</td>
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<td>• Analyze their own sign ability utilizing a rubric.</td>
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<td>• Assess others.</td>
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<td>• Write routinely over time.</td>
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<td>• Convey a variety of personal information utilizing the primary language.</td>
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Learning Objectives:

Students will be able to…

- Use technology to create notes and submit assignments.
- Use technology to conduct research.
- Create an annotated bibliography utilizing APA citation.
- Work individually as well as in groups.
- Analyze their own sign ability utilizing a rubric.
- Assess others.
- Write routinely over time.
- Convey a variety of personal information utilizing the primary language.
- Complete projects according to deadlines.
- Identify key cultural findings within the Deaf Community.

Unit Assignments:

- All 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.
- Students will be provided with a list of novels and will be broken into literary circles. Students will spend time reading their novel, which explore characters who are deaf and/or hard of hearing or live with family members who are deaf. They will explore a variety of topics and themes, conduct character analysis, etc. Students groups will create a blog of chapter summaries and will discuss their novel topics in their

Unit Assessments:

- Chapter vocabulary Test
- Journal entries
- Literacy Analysis paper
- End of Unit Exam
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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.

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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.

| Groups. Students will write chapter reflections, which will include examining the cultural underpinnings of the characters and explore themes. Students will participate in class discussions using only ASL. As a culminating activity, students will participate in a series of Socratic seminars where they discuss essential ideas and enduring understandings facing their characters. Students will write a 1-3-page paper where they discuss the overall literary theme of the book as a part of this task. They will utilize MLA citation and will submit their paper electronically, peer editing at least two other students' papers. As an extension to this task, student groups may use a Web 2.0 tool to present an overall summary or critical review of the book. |
|----------|--------------------------------------------------------------------------------|
|          | • Students will examine a series of real world events and will participate in a series of ASL 3 conversations that are designed to enhance fluency. The conversations provide opportunities to interact with others and convey their thoughts and opinions utilizing the language. |

| 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 III:
3.0 Students use language in informal and some formal settings.
3.1 Initiate age-appropriate cultural or language-use opportunities outside the classroom.

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## American Sign Language
### Unit 6
**Length:** 10 weeks

**Unit Description:** In Unit 6, students will conduct in-depth research of famous visual and performing artists from the Deaf community. The mini-research project will explore the artist’s contributions to the artistic world, examine a series of artistic works. Students will be expected to create an original piece in the artist’s style, designed to showcase their own personal identity. Students will conduct an artistic showcase as a culminating activity in this unit of study.

### Unit Standards:

**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 III:**

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

3.1 Students address concrete and factual topics related to the immediate and external environment, including:
   - a. Social norms
   - b. Historical and cultural figures, stereotypes
   - c. Community issues, current events
   - d. Origins of rites of passage, social and regional customs
   - e. Media, Internet, television, radio, film

**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 III:**

3.0 Students use planned language (paragraphs and strings of paragraphs).

3.1 Engage in oral, written, or signed (ASL) conversations.

3.2 Interpret written, spoken, or signed (ASL) language.

3.3 Present to an audience of listeners, readers, or ASL viewers.

**Functions**

3.4 Describe, narrate, explain, and state an opinion.

### Learning Objectives:

**Students will be able to…**

- Use technology to create notes and submit assignments.
- Use technology to conduct research.
- Work individually as well as in groups.
- Analyze their own sign ability utilizing a rubric.
- Assess others.
- Write routinely over time.
- Convey a variety of personal information utilizing the primary language.
- Complete projects according deadlines.
- Identify key cultural findings within the Deaf Community.
- Communicate with others using ASL.
- Practice clarifying others’ perspectives.
- Participate in a range of conversations on a variety of topics.
- Conduct presentations using grade level speaking/listening skills.

### Unit Assignments:

- All 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.
- Students will be placed into groups and will utilize
- Students will conduct online research identifying key visual and performing artist’s contributions to the artistic world. They will identify with one particular artist and will write a research paper of 1-3 pages on the artist. Students will then select at least 3 pieces of the artist’s work and write summary critiques of the art. Students will then recreate an artistic piece that will be presented in an artist’s showcase.
- Students will be placed into groups and will utilize

### Unit Assessments:

- Literacy Notebook
- Online research 1-3-page paper
- Artistic creation
- End of year showcase presentation
- Current events dialogue
- Unit tests and quizzes
- Final Exam
| Stage III: |  
| 3.0 Students determine appropriate responses to situations with complications.  
| 3.1 Use products, practices, and perspectives in culturally appropriate ways.  
| 3.2 Describe similarities and differences in the target cultures and between students' own cultures.  
| 3.3 Describe how products and practices change when cultures come in contact.  
| **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 III:**  
| 3.0 Students use knowledge of text structure to understand topics related to the external environment.  
| 3.1 Use paragraph-level discourse (text structure) to produce formal communications.  
| **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.  
| background knowledge from their VAPA assignment to prepare for a variety show end of course performance showcasing their use of ASL. Students will select a song and/or poem, will rehearse in groups, and will present as an end of year showcase.  
| - Students will examine a series of real world events and will participate in a series of ASL 3 conversations that are designed to enhance fluency. The conversations provide opportunities to interact with others and convey their thoughts and opinions utilizing the language. |
### Stage III:

3.0 Students use language in informal and some formal settings.
3.1 Initiate age-appropriate cultural or language-use opportunities outside the classroom.

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<th>English Learner Considerations:</th>
<th>Instructional Resources:</th>
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<td>See Unit 1</td>
<td>· <a href="http://www.deafart.org/Deaf_Art_/deaf_art_.html">http://www.deafart.org/Deaf_Art_/deaf_art_.html</a> (teacher and student website)</td>
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<td>· <a href="https://www.google.com/search?q=De%27via+art&amp;safe=strict&amp;sa=X&amp;espv=2&amp;biw=1920&amp;bih=950&amp;tbm=isch&amp;u&amp;source=univ&amp;ved=0ahUKEwjDoLD8s7jSAhXqhI0KHZywAIUQsAQITw&amp;dpr=1">https://www.google.com/search?q=De%27via+art&amp;safe=strict&amp;sa=X&amp;espv=2&amp;biw=1920&amp;bih=950&amp;tbm=isch&amp;u&amp;source=univ&amp;ved=0ahUKEwjDoLD8s7jSAhXqhI0KHZywAIUQsAQITw&amp;dpr=1</a> – (teacher or student resource)</td>
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