

LOUDOUN COUNTY PUBLIC SCHOOLS

WORLD LANGUAGES AND CULTURES

American Sign Language I 2016-2017

June 2016

ASL LEVEL I

THEME/TOPIC: Year Round/ Technology			Recommended # of Lessons: Throughout the year
<ul style="list-style-type: none"> ● National/State Standards: <ul style="list-style-type: none"> ● 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) ● 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) ● 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) ● 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. ● 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. ● 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. ● 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. ● 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. ● 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. ● 5.1-Students use American Sign Language within and beyond the school setting. ● 5.2-Students show evidence of becoming life-long learners by using American Sign Languages for personal enjoyment and enrichment. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present information related to the use of technology by Deaf people</p> <p>Interpretive: Understand information related to the use of technology by Deaf people</p> <p>Interpersonal: Maintain conversations related to the use of technology by Deaf people</p>	Understand the impact of new technology on Deaf culture	Compare use of technology in different communities	<p>Ask and answer questions regarding technology used by Deaf people</p> <p>Identify and describe the impact of new technology on Deaf culture</p> <p>Compare the use of technology in different communities</p>

ASL I - III Curriculum 2016-2017
 ASL I Curriculum 2016-2017

USEFUL VOCABULARY	TTY, TO-CALL-BY-TTY, TEXT, PHONE, VIDEO RELAY SERVICE, VIDEOPHONE/WEBCAM, INTERPRETER. Devices: TTY, Videophone, Light-flashers, Alarm Clocks, Assistive Listening Devices, Baby Monitors, Doorbells, Smoke Detectors
RECYCLED/ONGOING TOPICS/STRUCTURES	
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Signing Naturally Cultural Notes</i> <i>Master ASL!</i> <i>Harris Communication Magazine</i> <i>Explains TTY Relay Services https://www.youtube.com/watch?v=vsQ73575Qp8</i> <i>Explains Sorenson VRS https://www.youtube.com/watch?v=WCtWFmkRFvc</i></p> <p><u>Activities:</u> Tour of school/community locating devices, Use TTY, Use VRS, Magazine scavenger hunt for items and functions, Plan house with devices for Deaf family</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher made Quizzes

THEME/TOPIC: Personal and Public Identity/Introduction to ASL and the Deaf Community Quarter 1			Recommended # of Lessons: 5
<ul style="list-style-type: none"> National/State Standards: <ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Signing of appropriate repetition phrases Asking for clarification Interpretive: Understanding clarification phrases Interpersonal: Conversing about basic ASL elements. Asking and responding to questions	Greet native ASL users. Culturally appropriate ways of asking for clarification	Compare viewpoints of use of eye gaze. Compare ways of getting attention. Gestures vs. signing to converse among Deaf people. ASL as a distinct language. Deaf Culture as a distinct culture different than hearing culture.	Asking and responding to basic questions and need for clarification. Demonstrate proper eye gaze Understand that ASL is a distinct language. Demonstrate proper attention getting.

ASL I - III Curriculum 2016-2017
ASL I Curriculum 2016-2017

USEFUL VOCABULARY	ASL, SIGN, TALK, LOOK, AGAIN, PLEASE, UNDERSTAND, DON'T-UNDERSTAND, SORRY, KNOW, DON'T KNOW, REMEMBER, FORGET, SLOW, Fingerspelling Names, CULTURE, LANGUAGE, GOOD MORNING, WHAT'S-UP, NOTHING, FINE, GOOD, BAD, HELLO, GOODBYE, RIGHT, WRONG, SAME, DIFFERENT, YOUR, NAME, WHAT, NICE, TO-MEET, ME, MY, YOU, YES, NO, WHO, WHERE, BATHROOM, CLINIC, NURSE, WATER, STUDENT, TEACHER, WRITE, DRAW, ACTIVITY, WHAT-DO
RECYCLED/ONGOING TOPICS/STRUCTURES	Begin Yes/No and Wh-Questions Begin Survival vocabulary Begin introducing Deaf Culture Eye Gaze
RESOURCES/ ACTIVITIES	<p><u>Resources:</u></p> <p><i>Old Signing Naturally Unit 1</i> <i>Old Signing Naturally Culture/Language Notes</i> <i>Old Signing Naturally Intro to Deaf Community Quiz</i> <i>New Signing Naturally Unit 1:1 (Who, What, Where, Names)</i> <i>New Signing Naturally Unit 1:2 (Cardinal Numbers 1-10)</i> <i>New Signing Naturally Unit 1:3 (fingerspelling names)</i> <i>New Signing Naturally Unit 1:5 (eye gaze, wh-questions, beginning and end of conversations)</i> <i>New Signing Naturally Unit 1:12 (attention getting)</i> <i>Master ASL! _____</i></p> <p><u>Activities:</u> Clarification Skits, Fingerspelling Games (Guess Who, Hangman, Telephone)</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher made Quizzes

THEME/TOPIC: Personal and Public Identity/ Introductions			Recommended # of Lessons: 5
Quarter 1			
<ul style="list-style-type: none"> National/State Standards: <ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
-Interpersonal -Interpretive -Presentational			
Presentational: Expressing appropriate greetings and leave-takings Introduce self Interpretive: Understand introduction of others Interpersonal: Ask and respond to appropriate introduction questions Maintain introduction conversation	Understand Deaf cultural information needed in introductions (Name, Where from, hearing/deaf, teacher's name/school name, have deafness in the family) Understand what a name sign is and how name signs are given in Deaf culture.	Compare cultural standards for introductions. Deaf community need to make connections in introductions. Compare length and directness of greetings and leave-takings. Compare grammatical structures in forming questions.	Fingerspell full name Exchange introductions Demonstrate culturally appropriate greetings and leave-takings. Demonstrate non-manual markers for asking questions

ASL I - III Curriculum 2016-2017
ASL I Curriculum 2016-2017

USEFUL VOCABULARY	HELLO, HOW-ARE-YOU?, FEEL, GOOD, NOT, FINE, BAD, SO-SO, OK, SICK, TIRED, HAPPY, WHAT'S-UP?, NOTHING, SAME-OLD, NAME, FIRST, MIDDLE, LAST, NICE-TO-MEET-YOU, SEE-YOU-LATER, SEE-YOU-SOON, "THUMBS-UP," GOOD TO-SEE-YOU, SAME, GOODBYE, SEE-YOU-TOMORROW, WHO, WHAT, WHERE, WHICH, ME, YOU, HE/SHE/IT, MY, YOUR, FROM, GOOD MORNING, GOOD AFTERNOON, GOOD NIGHT, AGAIN, LEARN, ASL, HAVE GOOD DAY, HAVE GOOD WEEKEND, TAKE-CARE, OH-I-SEE
RECYCLED/ONGOING TOPICS/STRUCTURES	Yes/No and WH-Questions Personal Pronouns Possessive Pronouns
RESOURCES/ ACTIVITIES	<p><u>Resources:</u></p> <p><i>Old Signing Naturally, Unit 1</i> <i>New Signing Naturally 2:1 (yes/no questions, hearing status)</i> <i>New Signing Naturally 2: Vocabulary Review (greetings/leavetakings)</i> <i>New Signing Naturally 2:12 What is sign</i> <i>New Signing Naturally 1:Vocabulary Review (questions signs)</i> <i>New Signing Naturally 1:5 (wh- questions)</i> <i>Master ASL! _____</i></p> <p>ASLpro.com (fingerspelling practice) Lifefprint.com (fingerspelling practice)</p> <p><u>Activities:</u></p> <p>Name Games, Partner Introductions, Find Someone Who...</p>
ASSESSMENTS/ RUBRICS	Fingerspelling Name Quiz Teacher made quizzes Dialogues Presentations Partner Introductions

THEME/TOPIC: Personal and Public Identities/ Personal Information Quarter One			Recommended # of Lessons: 6
<ul style="list-style-type: none"> National/State Standards: <ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Inform others of hearing status Inform others of school status Inform others of language classes you teach/learn Inform others of teacher/student status Inform others of gender Interpretive: Identify others from information presented. Understand someone's hearing status Understand someone's school status Understand language that someone teaches/learns	Student demonstrates understanding of three essentials of Deaf cultural introductions: First and Last Name, Hearing Status, and Teacher's Name/Where learning ASL. Student demonstrates understanding of tendency for the Deaf community to make connections of personal information.	Students compare hearing (teenage) introductions to Deaf cultural introductions.	Students can introduce themselves by stating their name, hearing status, school status, language they learn, gender, teacher's name, and student/teacher status. Students can ask for clarification. Students can express understanding. Students can identify and present the parts of a Deaf

<p>Identify who is a teacher/student Identify who is a male/female</p> <p>Interpersonal: Express understanding or need of clarification Ask and respond to questions about hearing status, school status, languages taught/learned, teacher/student status, and gender</p>			cultural introduction.
---	--	--	------------------------

ASL I - III Curriculum 2016-2017
 ASL I Curriculum 2016-2017

USEFUL VOCABULARY	HEARING, DEAF, MAN, WOMAN, GIRL, BOY, HIGH-SCHOOL, MIDDLE SCHOOL, ELEMENTARY SCHOOL, ASL, SPANISH, FRENCH, GERMAN, LATIN, CHINESE, ENGLISH, STUDENT, TEACHER, YES, NO, CORRECT, OH-I-SEE, NOT, UNDERSTAND, DON'T-UNDERSTAND, REMEMBER, FORGET, KNOW, DON'T-KNOW, CHAIR, SIT, DOOR, DOOR-OPEN/CLOSE, WINDOW, WINDOW-OPEN/CLOSE, LIGHT-ON/OFF, ELEMENTARY, MIDDLE SCHOOL, HIGH SCHOOL, COLLEGE, UNIVERSITY, GRADUATE, AGE #'s, GALLAUDET, TOWN, COMMUNITY, TAKE-UP, LANGUAGE, LEARN, STUDY, FRESHMAN, SOPHMORE, JUNIOR, SENIOR
RECYCLED/ONGOING TOPICS/STRUCTURES	WH-Questions (Signs and Structure) Yes/No Questions (Signs and Structure) Personal Pronouns Possessive Pronouns Noun/Verb Pairs Contrastive Structure
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Signing Naturally 1, Unit 2, p. 7-9, 12-15</i> <i>New Signing Naturally 1:8 (male/female identity)</i> <i>New Signing Naturally 1: Vocab review</i> <i>New Signing Naturally 2: Unit review</i> <i>New Signing Naturally 2:1 Hearing/Deaf, Agent markers</i> <i>New Signing Naturally 2:4 (language background)</i> <i>Master ASL!</i></p> <p><u>Activities:</u> Partner Dialogues and Skits, Introduce partner to group, Matching personal information, Scavenger hunt, Find someone who..., Describe/create information for pictures of people</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher made Quizzes

THEME/TOPIC: Personal and Public Identities/ Locations in School Quarter 1			Recommended # of Lessons: 6
<ul style="list-style-type: none"> ● National/State Standards: <ul style="list-style-type: none"> ● 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) ● 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) ● 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) ● 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. ● 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. ● 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. ● 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. ● 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. ● 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Express basic school items Express locations in the school Describe basic directions from one place to another Express distance Interpretive: Understand basic school items Understand description of location in the school Comprehend basic directions from one place to another	Schooling options for Deaf children (residential school, mainstreaming) Deaf community views on schooling options Deaf cultural norm of sitting so you can make eye contact with the group (circular or semicircular)	Compare hearing public school life to Deaf residential school life. Comparison of arrangement of furniture and seating arrangements for ASL and other classes	Understand and express need for basic school items Understand and express locations and basic directions in a school Understand and express distances between places in a school Describe school options for Deaf children Explain Deaf community views on

<p>Comprehend distance</p> <p>Interpersonal: Ask and answer questions about basic school items Ask and answer questions about locations in the school Ask and answer questions about distance and basic directions</p>			school options
---	--	--	----------------

ASL I - III Curriculum 2016-2017
ASL I Curriculum 2016-2017

USEFUL VOCABULARY	PAPER, PEN/PENCIL, BOOK, CUP, BALL, KEY, HOW-MANY?, SNACK, FOOD, DRINK, SODA, COFFEE, CHOCOLATE, CHIPS, CANDY, MACHINE, FAVORITE, LIKE, DISLIKE, HALLWAY, STAIRS, CLASS, ROOM, LIBRARY, OFFICE, PRINCIPAL, ASSISTANTE PRINCIPAL, COPY ROOM, XEROX, COUNSELOR, NURSE/CLINIC, AUDITORIUM, ELEVATOR, GYM, MACHINE, CAFETERIA, SCHEDULE, MATH, SCIENCE, ENGLISH, HISTORY, PSYCHOLOGY, ELECTIVES, SCHOOL STORE, FRONT DOOR, FLAG, TRASH CAN, DRAMA, MUSIC, ART, WANT, BACK-PACK, DESK, CHAIR, COMPUTER, LAPTOP, HOMEWORK, Q-U-I-Z, TEST, PAPER, BUY, NEAR, FAR, ON-RIGHT, ON-LEFT
RECYCLED/ONGOING TOPICS/STRUCTURES	WH-Questions (Signs and Structure) Yes/No Questions (Signs and Structure) Personal Pronouns Distance and Directions Signer's Perspective
RESOURCES/ ACTIVITIES	<p>Resources:</p> <p><i>Signing Naturally Unit 3</i> <i>New Signing Naturally Unit 3:6 (directions and distance)</i> <i>New Signing Naturally Unit 3:10 (conversations with descriptions)</i> <i>New Signing Naturally Unit 3 Vocab review</i> <i>Master ASL!</i> School Map</p> <p>Activities:</p> <p>Present true/creative class schedule, whiteboard activity w/snacks, class questionnaire, Find Someone Who..., race with school supplies, present true/creative school layout, In-school field trip/walk around to learn locations and signs</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher made Quizzes

THEME/TOPIC: Personal and Public Identities/ Numbers 1-20			Recommended # of Lessons: 1
Quarter 1			
<ul style="list-style-type: none"> National/State Standards: <ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present cardinal numbers 1-20 in context Interpretive: Understand cardinal numbers 1-20 in context Interpersonal: Use cardinal numbers 1-20 in conversational context	Connections with math classes	Optional: Compare cardinal and ordinal numbers	Understand and express cardinal numbers 1-20 in context

ASL I - III Curriculum 2016-2017
 ASL I Curriculum 2016-2017

USEFUL VOCABULARY	NUMBER, COUNT, HOW-MANY, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, AGE, HOW-OLD, ADD, SUBTRACT/TAKE-AWAY, MORE, LESS, PLUS, MINUS, NONE, SAME, DIFFERENT
RECYCLED/ONGOING TOPICS/STRUCTURES	WH-Questions (Signs and Structure) Yes/No Questions (Signs and Structure) Personal Pronouns Possessive Pronouns Cardinal Numbers Contrastive Structure
RESOURCES/ ACTIVITIES	<p><u>Resources:</u></p> <p><i>Signing Naturally Unit 2&4</i> <i>New Signing Naturally 1:2 (Numbers 1-10)</i> <i>New Signing Naturally 1:6 (Numbers 11-15)</i> <i>New Signing Naturally 2:2 (Numbers 16-20)</i> <i>Master ASL! Workbook Numbers Unit 1&2</i></p> <p><u>Activities:</u> BINGO/SIGNO, mad libs number fill-ins, counting activities, partner activities, scavenger hunt, Tic Tac Toe with numbers, Sudoku</p>
ASSESSMENTS/ RUBRICS	Partner Activities Teacher Made Quizzes

THEME/TOPIC: Contemporary Life/ Where you live Quarter 2			Recommended # of Lessons: 3
<ul style="list-style-type: none"> • National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. • 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present types of home one lives in Present where one lives Present basic directions to home Present country, state and city one lives in Interpretive: Understand types of home another lives in Understand where another lives Understand basic directions to home country, state and city one lives in	Introduce basic technology used by Deaf people in homes	Compare technology in homes of hearing people and technology in homes of Deaf people	Ask and answer questions about types of home one lives in Ask and answer questions about location of home Ask and answer questions about basic directions to home Understand basic technology used by Deaf people in homes

Interpersonal: Maintain conversation about types of homes and where they are Converse about directions to home Maintain conversation about country, state, and city someone lives in			
--	--	--	--

<p>USEFUL VOCABULARY</p>	<p>HOUSE, HOME, #APT, TOWNHOUSE, BOAT, TREE, MANSION, DORM, C-O-N-D-O, WHERE, BEFORE, HOW-LONG, YEAR, LIVE, LEESBURG, VIRGINIA, USA, SMALL, AVERAGE, LARGE, LAKE, CITY/TOWN, MOUNTAIN, PARK, PATH, OCEAN, BEACH, RIVER, MARYLAND, RESIDENTIAL-SCHOOL, MODEL SECONDARY SCHOOL FOR THE DEAF (WASHINGTON DC), WASHINGTON DC, NEW-YORK, CALIFORNIA, OAKLAND (used on final exam video), COUNTRY, STATE, US, HERE, NEAR, FAR, ROOMMATE</p> <p>Teachers can also include signs such as: BALTIMORE, PHILADELPHIA, PITTSBURGH, PENNSYLVANIA, FLORIDA, WINCHESTER, PURCELLVILLE, FREDERICK, ROANOKE, RICHMOND/ROCHESTER(NY) (same sign), HAWAII, ALASKA,</p> <p>In New Signing Naturally Unit 3 and 5: FREMONT, BERKLEY, SAN FRANSISCO, SAN DIEGO</p>
<p>RECYCLED/ONGOING TOPICS/STRUCTURES</p>	<p>Topic-Comment Sentence Structure WH-Questions (Signs and Structure) Yes/No Questions (Signs and Structure) Personal Pronouns Possessive Pronouns Contrastive Structure</p>
<p>RESOURCES/ ACTIVITIES</p>	<p>Resources:</p> <p><i>Signing Naturally Unit 4</i> <i>New Signing Naturally Unit 3:1</i> <i>New Signing Naturally Unit 3:5</i> <i>New Signing Naturally Unit 3:9 (Roommates and living arrangements)</i> <i>New Signing Naturally Unit 3: Vocabulary Review</i> <i>Master ASL!</i> _____ Home Buyer's Guides/Advertisements</p> <p>Activities: Recording of true/creative home description, class creation of community, class survey, presentation of past/present/future living arrangements</p>
<p>ASSESSMENTS/ RUBRICS</p>	<p>Dialogues Presentations Partner Activities Teacher made quizzes</p>

THEME/TOPIC: Contemporary Life/ Transportation Quarter 2	Recommended # of Lessons: 1-2
--	--------------------------------------

- **National/State Standards:**
 - 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode)
 - 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode)
 - 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode)
 - 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture.
 - 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language.
 - 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.
 - 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.
 - 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture.
 - 5.1-Students use American Sign Language within and beyond the school setting.

COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present types of vehicles Present distance and time of travel Present description of travel</p> <p>Interpretive: Understand types of vehicles Understand distance and time of travel Understand description of travel</p> <p>Interpersonal: Maintain conversation about types of vehicles</p>	<p>Deaf cultural practice of taking turns signing and watching the road, turning on interior lights and night, passenger turning around in seat, passenger relaying information to people in backseat</p>	<p>Compare adverb use and placement in describing travel (speed, terrain, etc)</p> <p>Optional: Introduce vehicle classifiers</p>	<p>Ask and answer questions about types of vehicles</p> <p>Ask and answer questions about distance of travel</p> <p>Ask and answer questions about description of travel. (Option: using vehicle classifiers)</p> <p>Use adverbs appropriately when describing travel.</p>

ASL I - III Curriculum 2016-2017
ASL I Curriculum 2016-2017

Maintain conversation about distance and time of travel Maintain conversation of description of travel			Knowledge of deaf cultural driving practices
---	--	--	--

USEFUL VOCABULARY	TRANSPORTATION/COMMUTE , CAR, #BUS, T-R-U-C-K, SUBWAY, TRAIN, MOTORCYCLE, BICYCLE, HORSE, BOAT, AIRPLANE, ROCKET, HELICOPTER, RIDE-IN, RIDE-ON, DRIVE, WALK, NEAR, MID-DISTANCE, FAR, MINUTE, LONG, SHORT, HOUR, HOW-MANY, WORK, HOME, SCHOOL, optional-VEHICLE-CLASSIFIERS, HAVE, WANT, HOW COME-HERE, MYSELF, YOURSELF
RECYCLED/ONGOING TOPICS/STRUCTURES	WH-Questions (Signs and Structure) Yes/No Questions (Signs and Structure) Personal Pronouns Possessive Pronouns Contrastive Structure Adverb Placement Introduce Reflexive Pronouns Optional: Vehicle Classifiers
RESOURCES/ ACTIVITIES	Resources: <i>Old Signing Naturally Unit 4</i> <i>New Signing Naturally 3:12 (vocabulary)</i> <i>New Signing Naturally 3:13 (Traveling to school/work)</i> <i>Master ASL! _____</i> www.neok12.com Activities: Continue class creation of community, whiteboard activities, MASH game, Pair practice-how would you go to..?, Classifiers describing traveling, Retelling of vehicle videos, Hot Wheels car activity with classifiers, Traffic Jam game (can buy from store or play online)
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities and Teacher made quizzes

THEME/TOPIC: Contemporary Life/ Colors Quarter 2			Recommended # of Lessons: 1-2
<ul style="list-style-type: none"> • National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. • 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present colors in context Interpretive: Understand colors in context Interpersonal: Maintain conversation including colors in context	Connections to artwork and exhibits	Compare adjective placement	Correct adjective placement

USEFUL VOCABULARY	RED, ORANGE, YELLOW, GREEN, BLUE, PURPLE, WHITE, GREY, BLACK, BROWN, PINK, GOLD, SILVER, MIX, DARK, BRIGHT, LIGHT
RECYCLED/ONGOING TOPICS/STRUCTURES	WH-Questions (Signs and Structure) Yes/No Questions (Signs and Structure) Personal Pronouns Possessive Pronouns Contrastive Structure Adjective Placement
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Old Signing Naturally Unit 4</i> <i>New Signing Naturally 1: Vocab Review</i> <i>Master ASL! Level 1</i> <i>Color Song: http://www.songsforteaching.com/happalmer/colors.htm</i></p> <p><u>Activities:</u> Continue class creation of community, videotape portfolio describing community , whiteboard activities, Train wreck with clothing colors, Guess-who, “I Spy” class game, Twister game, Painting/drawing/paint by numbers, Sign color song</p>
ASSESSMENTS/ RUBRICS	Presentation of color song Partner Activities Teacher made quizzes

THEME/TOPIC: Family and Community/ Family Quarter 2			Recommended # of Lessons: 5-6
<ul style="list-style-type: none"> • National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. • 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present members of family (family tree) Present opinions of relationships Present marital status of family Present age of family members Present basic events of life Interpretive: Understand members of family Understand opinions of relationships Understand marital status of family Understand age of family members Understand basic events of life Interpersonal:	Understand Deaf community perspective of biological family and Deaf community family. Understand Deaf community view of marriage between Deaf/hearing people. Transmission of Deaf culture to new generations through residential schools, Deaf family members	Understand Deaf community perspective of biological family and Deaf community family. Understand Deaf community view of marriage between Deaf/hearing people. Compare numeral incorporation in pronouns Knowledge that 10% of Deaf people have Deaf parents, children of Deaf adults are called CODAS, not all parents of Deaf children can sign	Ask and answer questions about family members. Ask and answer questions about opinions of relationships Ask and answer questions about marital status of family Ask and answer questions about age of family Ask and answer questions about basic life events Use numeral incorporation with

ASL I - III Curriculum 2016-2017
 ASL I Curriculum 2016-2017

<p>Maintain conversation about members of family</p> <p>Maintain conversation about opinions of relationships</p> <p>Maintain conversation about marital status of family</p> <p>Maintain conversation about age of family</p> <p>Maintain conversations about basic events of life</p>			<p>pronouns appropriately.</p> <p>Describe Deaf community perspective of biological and Deaf community family</p> <p>Describe Deaf community view of marriage between Deaf/hearing people</p>
---	--	--	---

USEFUL VOCABULARY	FAMILY, BIG, SMALL, AVERAGE, HAVE, MOTHER, FATHER, PARENTS, SISTER, BROTHER, AUNT, UNCLE, COUSIN (BOY), COUSIN (GIRL), NIECE, NEPHEW, GRANDFATHER, GRANDMOTHER, HALF, IN-LAW, STEP, BOYFRIEND, GIRLFRIEND, FIANCEE, HUSBAND, WIFE, TWINS, SON, DAUGHTER, CHILDREN, ADOPTED , ROOMMATE, PET, SINGLE, DATING, GOING-STEADY, SWEET-HEART, FALL-IN-LOVE, ENGAGED, WEDDING, MARRIED, LOVE FADE-AWAY, SEPARATED, DIVORCED, GET-ALONG, CLOSE, FIGHT-VERBAL, FIGHT-PHYSICAL, STRONG-OPPOSED/REALLY-NOT-GET-ALONG, BORN, GROW-UP, ENTER HS, GRADUATE, WORK, MOVE, DIE, OLDEST, YOUNGEST, AGE, numbers as applies to age, NO, NONE
RECYCLED/ONGOING TOPICS/STRUCTURES	WH-Questions (Signs and Structure) Yes/No Questions (Signs and Structure) Personal Pronouns Possessive Pronouns Contrastive Structure Adjective Placement Numeral Incorporation in Pronouns Ranking
RESOURCES/ ACTIVITIES	<p><u>Resources:</u></p> <p><i>Signing Naturally Unit 5</i> <i>New Signing Naturally Unit 4:1 (contrastive structure)</i> <i>New Signing Naturally Unit 4:2 (negation, answering in a negative way)</i> <i>New Signing Naturally Unit 4:5 (ranking, pronoun numeral incorporation)</i> <i>New Signing Naturally Unit 4:7 (telling age)</i> <i>New Signing Naturally Unit 4:8 (ranking, possessive pronouns, personal pronouns)</i> <i>New Signing Naturally Unit 4:9 (relationships)</i> <i>New Signing Naturally Unit 4:11 (family relationships, family member descriptions)</i> <i>New Signing Naturally Unit 4:14 (Basic life events)</i> <i>Master ASL! Level 1</i> <i>TV Families (Switched at Birth)</i></p> <p><u>Activities:</u> Family Tree small group practice/presentations, class creation of family, small group questionnaire, videotape portfolio describing true/created family, Watch <i>Switched at Birth</i> episode and describe characters</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher made quizzes

THEME/TOPIC: Contemporary Life/ Activities Quarter 2			Recommended # of Lessons: 5-6
<ul style="list-style-type: none"> • National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. • 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. • 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present activities one is involved in Present opinions about various activities</p> <p>Interpretive: Present activities one is involved in Present opinions about various activities</p> <p>Interpersonal: Maintain conversation about activities one is involved in</p>	Connections to PE class, school activities, Sports teams, extracurricular activities	<p>Compare activities offered in residential schools for the Deaf and hearing public schools</p> <p>Compare hearing and deaf players of different sports (accommodations, options)</p>	<p>Ask and answer questions about activities within and outside the home</p> <p>Ask and answer questions about opinions of activities</p> <p>Compare activities offered in residential schools for the Deaf and hearing public schools</p>

ASL I - III Curriculum 2016-2017
ASL I Curriculum 2016-2017

Maintain conversation about opinions about various activities			
---	--	--	--

USEFUL VOCABULARY	ACTIVITY, DO-DO?, SPORT, TEAM, BASKETBALL, FOOTBALL, BOWLING, SWIMMING, TRACK. DANCE, SOFTBALL/BASEBALL, SOCCER, TENNIS, WRESTLING, LACROSSE, CHEERLEADING, GOLF, HOCKEY, GYMNASTICS, VOLLEYBALL, CREW, RUGBY, WATER POLO, SKATEBOARD, ICESKATE, SKI, SNOWBOARD, SNOWMOBILE, SURF, CANOEING, CAMPING, HORSE-BACK RIDING, BICYCLING, HIKING, ROCK CLIMBING, WATCH, MOVIE, TV, COMPUTER, PLAY, VIDEO-GAME, GAME, HANG-OUT, SLEEP, EXERCISE, SHOP, COOK, CLEAN, STUDY, CHAT, STAY HOME, BABY-SIT, WORK, VISIT, PARTY, PLAY-CARDS, SEW, GO-OUT EAT, OUTDOOR, INDOOR, LATE, TO-GO-OUT, TO-LEAVE, OPINION, FEEL, FAVORITE, LOVE-IT, ENJOY, LIKE, OK, SO-SO, BORING, DISLIKE, HATE
RECYCLED/ONGOING TOPICS/STRUCTURES	WH-Questions (Signs and Structure) Yes/No Questions (Signs and Structure) Pronouns: Personal, possessive, reflexive, numeral incorporation Contrastive Structure Ranking Adjective Placement
RESOURCES/ ACTIVITIES	<u>Resources:</u> <i>Old Signing Naturally Unit 6</i> <i>New Signing Naturally Unit 5:1 (wh-questions)</i> <i>New Signing Naturally Unit 5:4 (opinions)</i> <i>New Signing Naturally Unit 5:6 (sequencing activities)</i> <i>New Signing Naturally Unit 5:8 (activities with others)</i> <i>New Signing Naturally Unit 5: Vocabulary Review</i> <i>Master ASL! Level 1</i> <u>Activities:</u> Summer activities, class questionnaire, Find Someone Who..., Videotape portfolio “Best Day Ever,” Signed Narratives, Describing opinions of activities and asking others about their opinions.
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities and Teacher made quizzes

THEME/TOPIC: Contemporary Life/ Times of Day Quarter 2			Recommended # of Lessons: 1
<ul style="list-style-type: none"> • National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. • 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present times of day in context Interpretive: Understand times of day in context Interpersonal: Maintain conversations including times of day in context		Compare view of time in communities	Ask and answer questions including times of day in context Describe differences in the view of time within communities

ASL I - III Curriculum 2016-2017
 ASL I Curriculum 2016-2017

USEFUL VOCABULARY	DAY, MORNING, AFTERNOON, NIGHT, HOUR, NOON, MIDNIGHT, MINUTE, TIME, CLOCK, BEFORE, AFTER, EARLY, LATE, Time Numbers, OVERSLEEP/SLEEP-IN, UP-ALL-NIGHT, FINISH
RECYCLED/ONGOING TOPICS/STRUCTURES	Time-Topic-Comment Structure WH-Questions (Signs and Structure) Yes/No Questions (Signs and Structure) Pronouns: Personal, Possessive, Reflexive, Numeral Incorporation Finish as a Conjunction/Transition
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Old Signing Naturally Unit 6</i> <i>New Signing Naturally Unit 3: Vocabulary Review</i> <i>New Signing Naturally Unit 3:12 (how long)</i> <i>New Signing Naturally Unit 5:8 (parts of day, wh-questions)</i> <i>Master ASL! Level 1</i></p> <p><u>Activities:</u> Daily Schedule, Pair presentations, Clock manipulatives, whiteboard activities, Video portfolio</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher made quizzes

THEME/TOPIC: Contemporary Life/ The Ear and Cochlear Implants			Recommended # of Lessons: 4 (depending on student interest)
Quarter 2			
National/State Standards:			
<ul style="list-style-type: none"> • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. • 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
-Interpersonal -Interpretive -Presentational			
Presentational:	Understand Deaf cultural values of deafness	Compare audiological definition to cultural definition of deafness.	Describe the ear and hearing
Interpretive:	Understand parts and functions of the ear.	Compare community views on hearing devices, especially the cochlear implant and the use of speech	Describe decibels of hearing loss (normal, mild, moderate, severe, profound hearing loss)
Interpersonal:	Understand different assistive technology devices (hearing aids, cochlear implants)		Describe hearing devices, especially the cochlear implant
	Understand technology for equal access (alert systems, TTY, videophone)		Understand Deaf cultural values of deafness
			Identify and describe definitions of deafness
			Identify and describe views on hearing devices, especially the cochlear implant and speech

ASL I - III Curriculum 2016-2017
 ASL I Curriculum 2016-2017

USEFUL VOCABULARY	EAR, HEAR/LISTEN, HARD-OF-HEARING, DEAF, HEARING, Pinna, Outer ear Canal, Ear drum, stapes/stirrup, anvil, hammer, semi-circular canals, cochlea, cilia, auditory nerve, Eustachian tubes, hearing loss, sensori-neural, conductive, mixed loss, bilateral, unilateral loss, mild, moderate, severe, profound, audiogram, audiologist, decibel, frequency
RECYCLED/ONGOING TOPICS/STRUCTURES	WH-Questions (Signs and Structure) Yes/No Questions (Signs and Structure) Personal Pronouns Possessive Pronouns Contrastive Structure
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Master ASL!</i> <i>Sound and Fury DVD</i> <i>For Hearing People Only</i> Hearing Loss simulation: http://www.starkey.com/hearing-loss-simulator Hearing Aid simulation: https://www.youtube.com/watch?v=1137IzLIgQU Cochlear Implant simulation: https://www.youtube.com/watch?v=iwbwhfCWs2Q Various Youtube videos</p> <p><u>Activities:</u> Audiogram group practice, ear diagram labeling, Ear parts function skit, Watch Cochlear Implant descriptions and opinions and contrast</p>
ASSESSMENTS/ RUBRICS	Presentations Teacher made quizzes

THEME/TOPIC: Contemporary Life/ Calendar Quarter 3			Recommended # of Lessons: 4
<ul style="list-style-type: none"> National/State Standards: <ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present calendar information in context Present information about the past, present, and future Interpretive: Understand calendar information in context Understand information about the past, present, and future Interpersonal: Maintain conversations including calendar information in context		Compare view of time within communities Compare linguistic structure of tense Compare numeral incorporation in past/future calendar information	Ask and answer questions including calendar information in context Describe differences in the view of time within communities Describe differences in linguistic structure of tense Ask and answer questions using numeral incorporation of past/future calendar information

ASL I - III Curriculum 2016-2017
 ASL I Curriculum 2016-2017

Converse about information about the past, present, and future			
--	--	--	--

USEFUL VOCABULARY	CALENDAR, SUNDAY, MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY, TODAY, TOMORROW, YESTERDAY, WEEK, MONTH, YEAR, PAST/LAST, PRESENT, FUTURE, #-DAYS-IN-PAST, #-DAYS-IN-FUTURE #-WEEKS-IN-PAST, #-WEEKS-IN-FUTURE, #-MONTHS-IN-PAST, #-MONTHS-IN-FUTURE, #-YEARS-IN-PAST, #-YEARS-IN-FUTURE, Cardinal Numbers 1-31, Ordinal Numbers, DOCTOR, DENTIST, APPOINTMENT, MEETING, PRACTICE, GAME
RECYCLED/ONGOING TOPICS/STRUCTURES	First Semester Structures ASL Timeline/Tenses Numeral Incorporation of past/present calendar
RESOURCES/ ACTIVITIES	<p><u>Resources:</u></p> <p><i>Old Signing Naturally Unit 6</i> <i>New Signing Naturally Unit 2:7 (Cardinal Numbers)</i> <i>New Signing Naturally Unit 3:8 (Cardinal Numbers)</i> <i>New Signing Naturally Unit 5:1 (Dialogs and wh-questions)</i> <i>New Signing Naturally Unit 5:8</i> <i>New Signing Naturally Unit 5: Vocabulary Review</i> <i>Master ASL!</i> <i>Master ASL! Workbook Numbers Unit 2</i> <i>Numbering in ASL</i></p> <p><u>Activities:</u> Present true/creative calendar of activities, plan kids camp, Partner Work, Find Someone Who..., Create and present an activity schedule and converse about them</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher made quizzes

THEME/TOPIC: Family and Communities/ Community Buildings and Directions Quarter 3			Recommended # of Lessons: 4
<ul style="list-style-type: none"> • National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present places in the community Present activities done at community places Present directions to community places Present addresses of community places Interpretive: Understand places in the community Understand activities done at community places Understand directions to community places		Compare direction giving in ASL (signer’s perspective) and English (use of prepositions)	Ask and answer questions about places in the community and what is done there. Ask and answer questions about directions and addresses of places in the community.

<p>Understand addresses of community places</p> <p>Interpersonal: Maintain conversations about places in the community Maintain conversations about activities done at community places Maintain conversations about directions to community places Maintain conversations including addresses of community places</p>			
---	--	--	--

ASL I - III Curriculum 2016-2017
 ASL I Curriculum 2016-2017

USEFUL VOCABULARY	PARKING LOT, GROCERY STORE, PLAYGROUND, P-A-R-K, GRASSY AREA, RESTAURANT, SWIMMING P-O-O-L, MUSEUM, LIBRARY, EMERGENCY ROOM, BUS STOP, POST OFFICE, FIRE STATION, POLICE STATION, GAS STATION, SCHOOL, COLLEGE, CHURCH, TEMPLE, M-O-S-Q-U-E, SYNAGOGUE, OFFICE, ELEMENTARY, MIDDLE, HIGH-SCHOOL, UNIVERSITY, JAIL, M-A-L-L, O-U-T-L-E-T, B-A-N-K, Z-O-O, MOVIE THEATER, HOSPITAL, PHARMACY, WHAT-DO?, THIRSTY, HUNGRY, NEED, WANT TO-GET, SEARCHING-FOR, DIRECTIONS, BUILDING, BASEMENT, FLOOR, STAIRS, ROOM, FRONT DOOR, WINDOW, STREET, ENTER, OUTSIDE, NEXT-TO, ACROSS-FROM, CLOSED, LOCKED, DRIVE-THROUGH, MCDONALDS, STARBUCKS, 7-11, BURGER KING, CHIPOTLE, CHICKFILA, WENDYS, TARGET, WEGMANS, WALMART, #IHOP, PANERA, GIANT, #ARBY, ROY ROGER(RR), DUNKIN DONUT(DD)
RECYCLED/ONGOING TOPICS/STRUCTURES	First Semester Structures Directions Signer's Perspective
RESOURCES/ ACTIVITIES	<p><u>Resources:</u></p> <p><i>Old Signing Naturally Unit 6</i> <i>New Signing Naturally Unit 3:</i> <i>New Signing Naturally Unit 5:6 (places)</i> <i>New Signing Naturally Unit 5:Vocabulary Review</i> <i>New Signing Naturally Unit 9:2 (Business names)</i> <i>Master ASL!</i></p> <p><u>Activities:</u> Directions from community map, Skits, Describe true/creative community map, Story of errands around community, Community Field Trip</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher made quizzes

THEME/TOPIC: Families and Communities/ Opinions, Snacks, and Drinks			Recommended # of Lessons: 2
Quarter 3			
<ul style="list-style-type: none"> • National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. • 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
-Interpersonal -Interpretive -Presentational			
Presentational: Present opinions on a variety of topics including snacks and drinks Present snack and drink vocabulary in context. Present opinions and preferences of snacks and drinks Present size and price of snacks and drinks		Compare linguistic structures of describing price.	Ask and answer questions using opinions on a variety of topics including snacks and drinks Ask and answer questions using snack and drink vocabulary in context Ask and answer questions about opinions, preferences, size, and price of snacks and drinks Describe price accurately
Interpretive: Understand opinions on a variety of topics including snacks and drinks Understand snack and drink vocabulary in context.			

<p>Understand opinions and preferences of snacks and drinks Understand size and price of snacks and drinks</p> <p>Interpersonal: Maintain conversations including opinions on a variety of topics including snacks and drinks Maintain conversations about snack and drink vocabulary in context. Maintain conversations about opinions and preferences of snacks and drinks Maintain conversations including size and price of snacks and drinks</p>			
--	--	--	--

USEFUL VOCABULARY	OPINION, LOVE-IT, LIKE, ENJOY, SO-SO, OK, FINE, DISLIKE, HATE, VOMIT, CHAMP , THINK, DON'T-KNOW, NOT SURE, COOKIE, CANDY, CHOCOLATE, CHIPS, POTATO CHIPS, GUM, SANDWICH, SWEETS, SNACK, DRINK, WATER, APPLE JUICE, ORANGE JUICE, SODA, PEPSI, COKE, MILK, ICE, WITH, WITHOUT, SIZE, SMALL, MEDIUM, LARGE, PROBLEM, BROKEN, NOT-WORKING, LOCKED, LOUSY, DIRTY, WARM, THERE, NONE, NOT-HERE, THINK, AROUND/ABOUT, DON'T-KNOW, NOT-SURE, COST, DOLLAR, 1-9# incorporating with DOLLAR
RECYCLED/ONGOING TOPICS/STRUCTURES	First Semester Structures ASL Timeline/Tenses Numeral Incorporation with dollar Non-Manual Markers Price
RESOURCES/ ACTIVITIES	<p><u>Resources:</u></p> <p><i>Signing Naturally Unit 6</i> <i>Master ASL!</i> <i>Signing Naturally Unit 7</i> <i>New Signing Naturally 9:2 (names of places and businesses)</i> <i>New Signing Naturally 9:7 (opinions of foods)</i> <i>New Signing Naturally 2:2 vocab review</i> <i>Master ASL! Workbook</i> <i>Numbering in ASL</i></p> <p><u>Activities:</u> Present opinions on snacks and drinks, Skits, Stories, Interview a classmate and present, Find Someone Who..., Skits of ordering snacks/drinks, Presenting store items/quantities/prices, Partner Work, Find Someone Who...</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher made quizzes

THEME/TOPIC: Contemporary Life/ Clothing Quarter 3			Recommended # of Lessons: 4
<ul style="list-style-type: none"> National/State Standards: <ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present current and past clothing items and descriptions Interpretive: Understand clothing items and descriptions Interpersonal: Maintain conversations about clothing items and descriptions	Signing Attire	Compare adjective placement between English and ASL Compare adjective placement between ASL and French/Spanish	Ask and answer questions about descriptions of clothing items Identify and describe proper signing attire Properly use adjective placement Noun + adjective

ASL I - III Curriculum 2016-2017
 ASL I Curriculum 2016-2017

USEFUL VOCABULARY	<p>CLOTHING, WEAR, USE, FIT, MATCH, COORDINATE, SHIRT, SHORT-SLEEVED, LONG-SLEEVED, BLOUSE, TANK-TOP, TURTLE-NECK, SWEATER, COAT/JACKET, SHORTS, SKIRT, DRESS, PANTS, GOLD, SILVER, BUY, BORROW, FAVORITE, DESCRIBE, SOCKS, SHOES, BOOTS, GLASSES, HAT, , GLOVES, UNDERWEAR, SWIMSUIT, SUIT, TIE, BOWTIE, WATCH, NECKLACE, RING, BRACELET, EARRINGS, SEASONS (FALL, WINTER, SPRING, SUMMER), HOMECOMING, PROM, GRADUATION.</p> <p>Clothing CLs HOODIE (Sign + CL), PLAID, POLKA-DOT, STRIPES, PATTERNED, BUTTONS, SCOOP-NECK, V-NECK, OVERALLS (CL), FLIP-FLOPS, SCARF, THICK, THIN</p>
RECYCLED/ONGOING TOPICS/STRUCTURES	<p>First Semester Structures ASL Timeline/Tenses Numeral Incorporation of past/present calendar Directions/Instruction of the care of clothing Non-Manual Markers Price</p>
RESOURCES/ ACTIVITIES	<p>Resources:</p> <p><i>Signing Naturally Unit 8</i> <i>New Signing Naturally Unit 1</i> <i>Master ASL!</i> Magazines, catalogs, websites</p> <p>Activities: Present wardrobe for different seasons, Guess Who with class, Trainwreck Game, Clusters Game, Shopping Skits</p>
ASSESSMENTS/ RUBRICS	<p>Dialogues Presentations Partner Activities Teacher made quizzes</p>

THEME/TOPIC: Contemporary Life/ Physical Descriptions Quarter 3			Recommended # of Lessons: 4
<ul style="list-style-type: none"> National/State Standards: <ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture 			
COMMUNICATION	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
-Interpersonal -Interpretive -Presentational			
Presentational: Present physical descriptions of people (Present in class/Absent)		Compare adjective placement of ASL and other languages where it differs like English	Ask and answer questions using physical descriptions of people, present in the environment/absent in class
Interpretive: Understand physical descriptions of people		Compare directness of physical descriptions in various cultures	Correctly use adjective placement Correctly use non-manual markers
Interpersonal: Maintain conversations including physical descriptions of people			Identify and describe directness of physical descriptions in various cultures

USEFUL VOCABULARY	<p>MAN, WOMAN, BOY, GIRL, HEIGHT, TALL, AVERAGE/MEDIUM, SHORT, AGE, BABY, CHILD, KID, TEEN, ADULT, ELDERLY, HAIR, VERY-SHORT, SHORT, FACE, MUSTACHE, BEARD, GOATEE, FRECKLES, BODY, SKINNY, SLENDER/AVERAGE, FAT, PREGNANT, ROUND-BELLY, MUSCULAR, LOOK-LIKE, MIX, DESCRIBE</p> <p>CL's: HAIR STYLES, HEIGHTS, CURLY, SHAGGY, BALD, BRAIDS, PONYTAIL, PIGTAILS, MOHAWK, LONG-FACE, ROUND-FACE, MUSTACHE STYLES, BEARD STYLES, GOATEE STYLES,</p>
RECYCLED/ONGOING TOPICS/STRUCTURES	<p>First Semester Structures ASL Timeline/Tenses Numeral Incorporation of past/present calendar Directions Signer's Perspective Non-Manual Markers Price</p>
RESOURCES/ ACTIVITIES	<p><u>Resources:</u></p> <p><i>Signing Naturally Unit 8</i> <i>New Signing Naturally Unit 1</i> <i>Master ASL!</i> <i>Yearbooks, Magazines, Websites</i></p> <p><u>Activities:</u> Guess Who, Present description of classmate/family member, Find Someone Who..., Skits, Stories</p>
ASSESSMENTS/ RUBRICS	<p>Dialogues Presentations Partner Activities Teacher Made Quizzes</p>

THEME/TOPIC: Community Life/ Deaf History and DPN Quarter 3			Recommended # of Lessons: 3
<ul style="list-style-type: none"> National/State Standards: <ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present and describe events from Deaf history Present facts of people important in Deaf history including sign names Present information related to the use of technology by Deaf people</p> <p>Interpretive: Understand descriptions of events from Deaf history Understand facts of people important in Deaf history including sign names Understand information related to the use of technology by Deaf people</p> <p>Interpersonal: Maintain conversations about</p>	<p>Connect events in American History to those in Deaf history</p> <p>Understand importance of historical events in the Deaf community</p> <p>Understand how technologies have changed to improve the lives of Deaf people</p>	<p>Compare protests for equal rights among communities</p> <p>Compare how technologies has assisted Deaf people to become more mainstream</p>	<p>Discuss Deaf history events</p> <p>Discuss facts and name signs of people important in Deaf history</p> <p>Connect events in American History to events in Deaf history</p> <p>Describe importance of historical events in the Deaf community</p> <p>Describe similarities and differences in protests for equal rights among different communities.</p>

ASL I - III Curriculum 2016-2017
ASL I Curriculum 2016-2017

descriptions of events from Deaf history. Maintain conversations using facts of people important in Deaf history including sign names			
--	--	--	--

USEFUL VOCABULARY	RESIDENTIAL-SCHOOL, ESTABLISH, LAURENT CLERC, THOMAS HOPKINS GALLAUDET, GALLAUDET UNIVERSITY, EDWARD MINER GALLAUDET, ABRAHAM LINCOLN, RESEARCH, WILLIAM STOKOE, DEAF PRESIDENT NOW, PROTEST, DR. I. KING JORDAN, AMERICANS WITH DISABILITIES ACT. Events: Beginning of Deaf Education in the US, Founding of first school for the Deaf, Founding of college for the Deaf, Linguistic research and proof that ASL is a language, DPN and aftermath, Passing of ADA.
RECYCLED/ONGOING TOPICS/STRUCTURES	First Semester Structures ASL Timeline/Tenses Numeral Incorporation of past/present calendar Non-Manual Markers
RESOURCES/ ACTIVITIES	Resources: <i>The Week the World Heard Gallaudet</i> <i>Through Deaf Eyes</i> DVD <i>Deaf Heritage</i> https://www.youtube.com/watch?v=OtsYVeRuBuw <i>Deaf Mosaic #402</i> Activities: Skits of events, Presentation of important Deaf history figures, Drawn timeline of events, Mock DPN Rally, Bluff game
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Contemporary Life/ Stories Quarter 4			Recommended # of Lessons: 2
<ul style="list-style-type: none"> • National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Express stories Interpretive: Understand Cultural Stories Interpersonal: Discuss Stories	Importance of stories in Deaf culture		Express and understand stories. Knowledge of the importance of stories in Deaf culture.
USEFUL VOCABULARY	Vocab highlighted in New Signing Naturally 6 for “Timber” and “ABC Gum” stories		
RECYCLED/ONGOING TOPICS/STRUCTURES	Classifiers		
RESOURCES/ ACTIVITIES	<p>Resources: <i>“Timber”- New Signing Naturally Unit 6</i> <i>“ABC Gum”- Signing Naturally Unit 9/ New Signing Naturally Unit 6</i></p> <p>Activities: View, analyze, and create stories</p>		

ASL I - III Curriculum 2016-2017
ASL I Curriculum 2016-2017

ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes
-----------------------------	--

THEME/TOPIC: Contemporary Life/Making Requests Quarter 4			Recommended # of Lessons: 5
<ul style="list-style-type: none"> National/State Standards: <ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Express requests Express wants and needs Express reasons and explanations Express responses to requests Express directional/spatial verbs Interpretive: Understand requests Understand wants and needs Understand reasons and explanations Understand responses to requests Understand directional/spatial verbs Interpersonal: Discuss requests and responses		Compare Deaf culture direct requests with hearing culture indirect requests.	Express and understand requests Express and understand wants and needs Express and understand reasons and explanations Express and understand responses to requests Express and understand directional/spatial verbs Knowledge of cultural practices when making requests

ASL I - III Curriculum 2016-2017
 ASL I Curriculum 2016-2017

Discuss wants and needs			
Discuss reasons and explanations			
Discuss directional/spatial verbs			

USEFUL VOCABULARY	GIVE-TO, TO-SHOW, TO-ASK, TO-TAKE, TO-BRING, TO-HELP, TO-BORROW/LEND, TO-PUT, TO-SEND, TO-GET, TO-TELL, TO-INFORM, DO-YOU-MIND, FOR ME, DON'T-CARE, FINE, NO PROBLEM, SHELVES, CABINET, TRASH, DRESSER, CHAIR, TABLE, RADIO, TV, MONEY, UMBRELLA, PURSE, SWEEP, VACUUM, ANSWER, CAN'T, CONFLICT, LATER, NOT-YET, FINISH, DON'T-WANT, ALMOST, SOON, RECENTLY, STUCK, CAN
RECYCLED/ONGOING TOPICS/STRUCTURES	Directional/spatial Verbs Question structure (Yes/No, WH) Topic-Comment
RESOURCES/ ACTIVITIES	Resources: <i>Signing Naturally 1 Unit 9</i> <i>New Signing Naturally Unit 5</i> <i>Master ASL!</i> Activities: Role Play/Skits of requests, Problem solvers, Partner Practice, Scavenger Hunt, Children's Book "If you give a mouse a cookie"
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Contemporary Life/ Occupations			Recommended # of Lessons: 4
Quarter 4			
<ul style="list-style-type: none"> • National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present occupations in context Describe locations different occupations can work in Present activities people do in different occupations</p> <p>Interpretive: Understand occupations in context Understand locations different occupations can work in Understand activities people do in different occupations</p> <p>Interpersonal: Maintain conversations about occupations in context Maintain conversations describing locations different occupations can</p>	<p>Understand jobs historically linked to the Deaf community</p> <p>Identify and describe jobs that serve the Deaf community</p>		<p>Ask and answer questions about occupations in context</p> <p>Ask and answer questions about locations of occupations and activities related to occupations</p> <p>Identify occupations historically linked to the Deaf community</p> <p>Identify and describe occupations that serve the Deaf community</p>

ASL I - III Curriculum 2016-2017
 ASL I Curriculum 2016-2017

work in Maintain conversations including activities people do in different occupations			
---	--	--	--

USEFUL VOCABULARY	PLAYER, SECRETARY, MAILMAN, FIRE-FIGHTER, POLICE-OFFICER, DOCTOR, DENTIST, NURSE, VET, ACCOUNTANT, CARPENTER, WELDER, LAWYER, LIBRARIAN, JANITOR, ARTIST, PERFORMER, MECHANIC, SERVER, ENGINEER, PRINTER, TECHNICIAN, SCIENTIST, COMPUTER PROGRAMER, GOVERNMENT, BOSS, MANAGER, PRESIDENT, STUDENT, SEARCH-FOR WORK, RETIRED
RECYCLED/ONGOING TOPICS/STRUCTURES	Topic-Comment +Agent Structure Question Structure
RESOURCES/ ACTIVITIES	<u>Resources:</u> <i>Signing Naturally Unit 10</i> <i>Master ASL!</i> Classified Ads <u>Activities:</u> Present dream job, Present career path of famous person, Interview adults about their occupations, Skits, Stories
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Daily Activities/ Attributes and Qualities of Others			Recommended # of Lessons: 3
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express comments on personality and emotions of self and others.</p> <p>Interpretive: Understand comments on personality and emotions of self and others.</p> <p>Interpersonal: Ask and answer questions on personality and emotions of self and others.</p>	Understand direct discourse of Deaf culture in discussion personality of others.	Compare cultural norms of hearing and Deaf communities when discussing personality of others.	Direct discourse used in the Deaf community to describe personality.

USEFUL VOCABULARY	PERSONALITY, NICE, MEAN, SILLY, SERIOUS, NERVOUS, BRACE, SCARED, STUPID, DUMB, SMART, SOFT-HEART, HARD-HEART, SWEET, FRIENDLY, EVIL, INNOCENT, CLUELESS, GREEDY, SELFISH, PROUD, GIVING, HONEST, NOT, HAVE
RECYCLED/ONGOING TOPICS/STRUCTURES	Topic- Comment Spatial Referencing Personal, Possessive, and Reflexive Pronouns
RESOURCES/ ACTIVITIES	<p>Resources: <i>Signing Naturally Unit 11</i> <i>Master ASL!</i></p> <p>Activities: Videotape portfolio- describe yourself, Disney/movie character descriptions, partner introductions, Dream date brainstorm</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations

	Partner Activities Teacher Made Quizzes
--	--

THEME/TOPIC: Contemporary Life/ Numbers Quarter 4		Recommended # of Lessons: 4	
<ul style="list-style-type: none"> ● National/State Standards: <ul style="list-style-type: none"> ● 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) ● 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) ● 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) ● 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present numbers including cardinal, ordinal, time, age, numeral incorporation of pronouns, money amounts with dollars and cents and price in context</p> <p>Interpretive: Understand numbers including cardinal, ordinal, time, age, numeral incorporation of pronouns, money amounts with dollars and cents and price in context</p> <p>Interpersonal: Maintain conversations including cardinal, ordinal, time, age, numeral incorporation of pronouns, money amounts with dollars and cents and</p>		Compare structures of using various numbers in different languages	<p>Ask and answer questions properly using cardinal numbers (1-100), ordinal (1st-9th), time, age, numeral incorporation, and price in context.</p> <p>Describe structures of various numbers in different languages.</p>

ASL I - III Curriculum 2016-2017
 ASL I Curriculum 2016-2017

price in context			
------------------	--	--	--

USEFUL VOCABULARY	NUMBER, AGE, FIRST, SECOND, THIRD, FOURTH, FIFTH, SIXTH, SEVENTH, EIGHTH, NINTH, CENT, DOLLAR
RECYCLED/ONGOING TOPICS/STRUCTURES	First Semester Structures ASL Timeline/Tenses Numeral Incorporation of past/present calendar Non-Manual Markers
RESOURCES/ ACTIVITIES	<u>Resources:</u> <i>Master ASL! Workbook</i> <i>Numbering in ASL Book and DVD</i> <u>Activities:</u> Bingo, Lottery, Counting Races, Find pages in a book, Guess Ages of famous people, Guess the number of items, Class Interaction with Ages/other numbers, Guess the price (Price is Right Games)
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

LOUDOUN COUNTY PUBLIC SCHOOLS

WORLD LANGUAGES AND CULTURES

American Sign Language II 2016-2017

June 2016

ASL LEVEL II

THEME/TOPIC: Contemporary Life/ Daily Routines Quarter 1			Recommended # of Lessons: 4
<ul style="list-style-type: none"> • National/State Standards: • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Presentational	CULTURES/ CONNECTIONS -Interpretive	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express morning, afternoon, and evening routines. Express uninflected and recurring activities and times. Begin to express transitions between activities.</p> <p>Interpretive: Understanding morning, afternoon, and evening routines. Understand uninflected and recurring activities and times. Begin to understand transitions between activities.</p> <p>Interpersonal: Ask and answer questions about morning, afternoon, and evening routines. Ask and answer questions about uninflected and recurring activities and times.</p>		<p>Students compare their school/daily routines with those of Deaf students attending residential schools for the Deaf.</p> <p>Optional: Review assistive technology that can be used in daily routines.</p>	<p>Understand and express morning, afternoon, and evening routines.</p> <p>Understand and express uninflected and recurring activities and times.</p> <p>Begin to understand and express transitions between activities.</p> <p>Understand similarities and differences in daily routines between students in public schools and Deaf students in residential schools</p>

ASL I - III Curriculum 2016-2017
 ASL II Curriculum 2016-2017

USEFUL VOCABULARY	WAKE-UP, GET-OUT-OF-BED, ON-TIME, LATE, OVERSLEEP/SLEEP-IN, EARLY, BATH, SHOWER, SHAVE, PUT-IN-CONTACTS, BRUSH-TEETH, WASH-FACE, COMB-HAIR, BRUSH-HAIR, BREAKFAST, LUNCH, DINNER, PUT-ON-DEODORANT, BED MAKE, PUT-ON-MAKE-UP, CLOTHES EXCHANGE, PACK-LUNCH, BACKPACK PACK, WORK, HOMEWORK, PRACTICE, WATCH, COOK, BABYSIT, SLEEP, GET-IN-BED, ALARM SET, DOG FEED, DOG OUTSIDE, ARRIVE, ERRANDS, FINISH, NEXT, LISTING (1-5), NEXT-ON-LIST, BEFORE, LATER, HAPPEN, AFTER
RECYCLED/ONGOING TOPICS/STRUCTURES	Time Structure Uninflected Verbs and Time Reoccurring time signs
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Signing Naturally 1</i> <i>Master ASL!</i></p> <p><u>Activities:</u> Class Creation daily schedule, Comic strip presentation, Classroom storytelling, Find Someone Who..., Video portfolio</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Contemporary Life/ Weekend Plans and Disruptions Quarter 1			Recommended # of Lessons: 5
<ul style="list-style-type: none"> ● National/State Standards: ● 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) ● 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) ● 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) ● 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. ● 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express weekend plans and feelings. Express causes of disruptions and possible outcomes. Express special event/holiday/celebration activities and expectations. Express transitions of completion and interruption between events/activities.</p> <p>Interpretive: Understand weekend plans and feelings. Understand causes of disruptions and possible outcomes. Understand special event/holiday/celebration activities and expectations. Understand transitions of completion and interruption between events/activities.</p> <p>Interpersonal:</p>	Students explore/share cultural celebrations in the US and in other countries that they have participated in.	<p>Students compare the differences in hearing celebrations and Deaf celebrations.</p> <p>Students will learn about reunions and celebrations in residential schools.</p> <p>Students will discuss the differences between collectivist decision making and individualized decision making.</p>	<p>Express and understand weekend plans and feelings.</p> <p>Express and understand causes of disruptions and possible outcomes.</p> <p>Express and understand special event/holiday/celebration activities and expectations.</p> <p>Express and understand transitions of completion and interruption between events/activities.</p> <p>Knowledge of US and various additional cultural celebrations students have participated in.</p>

ASL I - III Curriculum 2016-2017
 ASL II Curriculum 2016-2017

<p>Ask and answer questions about weekend plans and feelings. Ask and answer questions about causes of disruptions and possible outcomes. Ask and answer questions about special event/holiday/ celebration activities and expectations.</p>			
--	--	--	--

<p>USEFUL VOCABULARY</p>	<p>FALL, WINTER, SPRING, SUMMER, TAKE-IT-EASY/CHILL, ERRANDS, SHOP, SEW, CLEAN, WASH CAR, LAUNDRY, WATCH, PLAY, GAME, PLAY-CARDS, SPORTS (Review all from level 1), TENNIS, CAMP, FISH, HUNT, BOATING, EXERCISE, WALK, RUN, TAN, RENOVATE, FIX, MAKE, BUILD, SCRAPE-PAINT, PAINT, TRIM, MOW GRASS, RAKE LEAVES, SHOVEL SNOW, PLANT-SEEDS, HOLIDAY, PLAN, ORGANIZED, DISORGANIZED, WRONG, SICK/ILL, EMERGENCY, TAKE-TO HOSPITAL, BATTERY DIE, FLAT-TIRE, OVERHEAT, WATER SPOUT, BREAK-DOWN, STOLEN, ACCIDENT/CRASH, FLOOD, LEAK, BREAK IN, FIRE, POWER OUTAGE, VERBAL-FIGHT, DROP PLANS, BREAK UP, LOST MONEY, KEYS, TICKET, AVOID WORK, LAID-OFF, FIRED, VACATION, HOLIDAY, NEW YEARS, VALENTINE’S DAY, ST. PATRICK’S DAY, SPRING BREAK, EASTER, INDEPENDENCE DAY, LABOR DAY, VETERAN’S DAY, HALLOWEEN, THANKSGIVING, CHRISTMAS, HANNUKAH, KWANZAA, CELEBRATION, PARTY, GRADUATION, PLAY/PERFORMANCE, PARADE, WEDDING, ANNIVERSARY, TOURNAMENT, CARNIVAL/FAIR</p>
<p>RECYCLED/ONGOING TOPICS/STRUCTURES</p>	<p>Transitions- Completion and Interruption Emotions/Feelings Inflected/reoccurring verbs Time signs</p>
<p>RESOURCES/ ACTIVITIES</p>	<p>Resources: <i>Signing Naturally 2</i> <i>True Fish Story (new SN unit 6)</i> Activities: Partner dialog/skit describing terrible weekend, Find Someone Who..., Video portfolio- weekend plans/disrupted plans, Seasons activity, Fixing grandma’s house skit, Present special event/holiday/celebration</p>
<p>ASSESSMENTS/ RUBRICS</p>	<p>Dialogues, Presentations, Partner Activities, Teacher Made Quizzes</p>

THEME/TOPIC: Contemporary Life/ Weather and Elemental Classifiers Quarter 2			Recommended # of Lessons: 2
<ul style="list-style-type: none"> • National/State Standards: • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express daily and unexpected weather. Express opinions about weather. Express weather forecasts.</p> <p>Interpretive: Understand daily and unexpected weather. Understand opinions about weather. Understand weather forecasts.</p> <p>Interpersonal: Ask and answer questions about daily and unexpected weather. Ask and answer questions about opinions about weather. Ask and answer questions about weather forecasts.</p>	<p>Understand how emergency alerts are used the Deaf community.</p> <p>Introduction to ADA as it relates to emergency alerts (Title 3).</p>		<p>Express and understand daily and unexpected weather. Express and understand opinions about weather. Express and understand weather forecasts. Express and understand ECLs (Element Classifiers) pertaining to weather.</p>

ASL I - III Curriculum 2016-2017
 ASL II Curriculum 2016-2017

USEFUL VOCABULARY	SUNNY, SNOW, RAIN, WIND, TORNADO, FOG, FLOOD, HURRICANE, CLOUDS, HAIL, ICE, THICK, THIN, TEMPERATURE, DEGREES, HIGH, LOW, HOT, WARM, COOL, COLD, DO-DO?, PLAN, CHANGE, FORECAST
RECYCLED/ONGOING TOPICS/STRUCTURES	Daily Routines Weekend Plans and Disruptions Transitions Opinions and Feelings
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Signing Naturally 2</i> <i>Master ASL!</i></p> <p><u>Activities:</u> Class discussion on current/past/favorite weather, Weather man group skit, Holiday weather presentations, Videotape portfolio-vacation weather</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Personal and Public Identities/ Food and Food Classifiers Quarter 2			Recommended # of Lessons: 7
<ul style="list-style-type: none"> ● National/State Standards: ● 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) ● 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) ● 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) ● 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 			
COMMUNICATION -Interpersonal -Presentational	CULTURES/ CONNECTIONS -Interpretive	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express food signs Express food DCLs Express steps in a process Express opinions Express locative classifiers/referencing Express Instrumental Classifiers</p> <p>Interpretive: Understand food signs Understand food DCLs Understand steps in a process Understand opinions Understand locative classifiers/referencing Understand Instrumental Classifiers</p> <p>Interpersonal: Discuss food Discuss recipes and cooking using DCLs, LCLs, and ICLs Discuss opinions</p>	Connecting food with nationalities and ethnicities.	<p>Compare meals from different cultures.</p> <p>Compare hearing meal time to Deaf meal time (round table/square table; length of meal; social norms)</p>	<p>Express and understand food signs Express and understand DCLs, LCLs, ICLs Express and understand steps in a process Express and understand opinions</p> <p>Knowledge of food nationality connections</p> <p>Knowledge of differences between hearing and Deaf meal time</p>

ASL I - III Curriculum 2016-2017
 ASL II Curriculum 2016-2017

USEFUL VOCABULARY	FOOD, DRINK, EAT, EAT-CONTINUOUS, FAVORITE, BREAKFAST, LUNCH, DINNER, SNACK, DESSERT, FRUIT, VEGETABLE, MEAT, GRAIN, DAIRY, HEALTH, NOT HEALTHY, APPLE, BACON, BANANA, BEANS, BOLOGNA/SAUSAGE, BREAD, BUTTER, CABBAGE, CAKE, CANDY, CEREAL, CHEESE, CHICKEN, CHOCOLATE, COFFEE, COOKIES, CRAB, CRACKERS, DONUT, EGGS, FISH, FRENCH-FRIES, FRUIT, GRAPES, HAMBURGER, HOTDOG, ICE-CREAM, JUICE, KETCHUP, LETTUCE, LOBSTER, MILK, ONION, ORANGE, PANCAKE, PASTA, PEACH, PEAR, PEAS, PEPPER, PIE, PIZZA, POPCORN, POTATO, CHIPS, SALAD, SALT, SANDWICH, SHRIMP, SODA, SUGAR, SUSHI, SYRUP/SAUCE, TEA, TOMATO, TURKEY, VEGETABLE, WATER, WATERMELON, BAKE, COOK, STIR, SPRINKLE, GRATE, FRY, FLIP, POACH, BOIL, MICROWAVE, SPREAD, SPOON-IN, CHOP, SLICE, CUT, ROLL, MASH, POUR, EAT, PRESENT, READY, WAIT, COOL, Food Classifiers (CL: L, CL:C, CL: CC, CL: BENT L, CL: BENT L/BENT L, CL: G)
RECYCLED/ONGOING TOPICS/STRUCTURES	Time Ordering of events Referencing and locative classifiers Food classifiers Nationalities
RESOURCES/ ACTIVITIES	Resources: <i>Signing naturally 2- Unit 16</i> <i>Master ASL! Unit 10</i> Activities: Group work healthy/unhealthy foods, Pair work- plan meals for a day, Ingredient guessing game, Video portfolio- meals for a day/holiday meals, whiteboard activities
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Personal and Public Identities/ Nationalities and Family Tree Quarter 2			Recommended # of Lessons: 6
<ul style="list-style-type: none"> ● National/State Standards: ● 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) ● 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) ● 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) ● 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. ● 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. ● 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. ● 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. ● 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express country signs Express their family nationalities including percentages Express family tree</p> <p>Interpretive: Understand country signs Understand family nationalities and percentages Understand family trees</p> <p>Interpersonal: Discuss country signs Discuss family nationalities and percentages Discuss family trees</p>	Students will learn and discuss world cultures based on their own experiences.		<p>Express and understand country signs Express and understand their family nationalities including percentages Express and understand family tree</p> <p>Knowledge of world cultures based on their own experiences.</p>

USEFUL VOCABULARY	<p>Vocabulary highlighted in yellow needs to be taught at every school. Teachers can add other country and nationality vocabulary as needed to fit their student population.</p> <p>COUNTRY, EUROPE, ASIA, AFRICA, AMERICAS, SOUTH-AMERICA, CENTRAL-AMERICA, NORTH-AMERICA, MIDDLE-EAST, NORTH, SOUTH, EAST, WEST, HOLLAND, DENMARK, FINLAND, NORWAY, ITALY, SPAIN, FRANCE, SCOTLAND, ENGLAND, IRELAND, GERMANY, AUSTRIA, GREECE, POLAND, SWEDEN, SWITZERLAND, RUSSIA, IRAQ, IRAN, AFGHANISTAN, PAKISTAN, EGYPT, CHINA, JAPAN, INDIA, KOREA, VIETNAM, USA, AMERICA, MEXICO, CANADA, BOLIVIA, BRAZIL, ARGENTINA, PUERTO RICO, DOMINICAN REPUBLIC, EL SALVADOR, AUSTRALIA, POPULATION, FLAG, FAMILY TREE, FULL, 100%, HALF, STRONG, LITTLE, MIX, CONFLICT MANY, FROM</p>
RECYCLED/ONGOING TOPICS/STRUCTURES	<p>Spatial referencing Percentages Part/whole</p>
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Signing naturally 2- Unit 15</i></p> <p><u>Activities:</u> Part of the World Presentation, Country Facts competition, Class creation family tree, Video portfolio- family tree, refugee activity</p>
ASSESSMENTS/ RUBRICS	<p>Dialogues Presentations Partner Activities Teacher Made Quizzes</p>

THEME/TOPIC: Personal and Public Identities/ Telling Life Stories Quarter 3			Recommended # of Lessons: 5
<ul style="list-style-type: none"> ● National/State Standards: ● 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) ● 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) ● 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) ● 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. ● 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. ● 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. ● 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. ● 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Presentational	CULTURES/ CONNECTIONS -Interpretive	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express life events Express when clauses Express order of events Express time signs/ transitions Express numbers (address/date/ phone number)</p> <p>Interpretive: Understand life events Understand when clauses Understand order of events Understand time signs/transitions Understand numbers (address/date/ phone number)</p> <p>Interpersonal: Discuss life events</p>		Compare the norms of a hearing person's life to the norms of a Deaf person's life.	Express and understand life events Express and understand when clauses Express and understand order of events Express and understand time signs and transitions Knowledge of the differences in the norms of a hearing person's life and a Deaf person's life.

ASL I - III Curriculum 2016-2017
 ASL II Curriculum 2016-2017

USEFUL VOCABULARY	BORN, RESIDENTIAL-SCHOOL, GROW-UP, GRADUATE, TRAVEL, COLLEGE, FALL-IN-LOVE, DATE, MARRY, JOB-OFFER, MOVE-AWAY, PROMOTION, DIE, SINGLE, RETIRE, SETTLE-DOWN, LAY-OFF, PREGNANT, FIRED
RECYCLED/ONGOING TOPICS/STRUCTURES	When clauses Order of events Time signs Transitions
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Signing naturally 2- Unit 15</i></p> <p><u>Activities:</u> Autobiography, biography of a friend or family member, compile story</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Contemporary Life/ Ailments and Complaints Quarter 3		Recommended # of Lessons: 6	
<ul style="list-style-type: none"> • National/State Standards: • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Presentational	-Interpretive	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES
<p>Presentational: Express illnesses, symptoms, and suggest remedies. Express illnesses and symptoms including frequency and duration. Express complaints and suggest solutions. Express opinions of others' actions. Express uninflected, recurring, and continuous time and verbs in context.</p> <p>Interpretive: Understand illnesses, symptoms, and suggest remedies. Understand illnesses and symptoms including frequency and duration. Understand complaints and suggest</p>		<p>Compare the direct nature of the Deaf community when discussing illnesses and complaints to the indirect nature of the hearing community.</p> <p>Discuss accommodations required by the ADA for doctor's offices and hospitals.</p>	<p>ESSENTIAL KNOWLEDGE (Facts & Skills)</p> <p>Express and understand illnesses, symptoms, and suggest remedies. Express and understand illnesses and symptoms including frequency and duration. Express and understand complaints and suggest solutions. Express and understand opinions of others' actions. Express and understand uninflected, recurring, and continuous time and verbs in context. Understand direct/indirect community culture when discussing illnesses and complaints. Understand accommodations</p>

<p>solutions. Understand opinions of others' actions. Understand uninflected, recurring, and continuous time and verbs in context. Interpersonal: Discuss illnesses, symptoms, and suggest remedies. Discuss illnesses and symptoms including frequency and duration. Discuss complaints and suggest solutions. Discuss opinions of others' actions. Discuss uninflected, recurring, and continuous time and verbs in context.</p>			<p>required by the ADA for doctor's offices and hospitals.</p>
---	--	--	--

<p>USEFUL VOCABULARY</p>	<p>SICK/ILL, PAIN/HURT, HEADACHE, SORE, CRAMP, COUGH, COLD, SORE-THROAT, ITCH, SWOLLEN, TIRED, INSOMNIA, NAUSEA, VOMIT, DIZZY, DIARRHEA, RASH, BROKEN, SPRAIN, BURN, BRUISE, FAINT/PASS-OUT, LIMP, MEDICINE, SPOON-OF-MEDICINE, TAKE-A-PILL, EAR-DROPS, MEDICATED-LOTION, SHOT, DRAW-BLOOD, DOCTOR, LAY-IN-BED/BED-REST, HOSPITAL, EMERGENCY, DESCRIBE, COMPLAIN, PET, BITE, LICK, MEOW/CALL-OUT, BARK, SHED, JUMP-UP-ON, CHILDREN, LOSE, DROP, STEAL, LIE, CRY, BREAK, FIGHT, GRAB/TAKE, FORGET, TATTLE, YELL, ARGUE, SCARED, MISCHIEVOUS, ROOMMATE, GO-OUT-OFTEN, LATE, BORROW, COMPULSIVELY-CLEAN, OVER-SLEEP, COMPULSIVE-SHOP, WORRY, BITE-NAILS, TAKE-ITEMS, SMOKE, LEAVE-ITEMS-AROUND, OFTEN-TRIPS-TO BATHROOM, BROKE/NO-MONEY, AVOID WORK, NEIGHBOR, LOUD, NOSEY, OFTEN-COME-OVER, GOSSIP, BOTHER/ANNOY, SICK-OF, PROBLEM, SOLUTION, SUGGEST</p>
<p>RECYCLED/ONGOING TOPICS/STRUCTURES</p>	<p>Temporal Inflections (Uninflected, Recurring, Continuous) Transitions Routines/Weekend Plans/Disrupted Plans</p>

RESOURCES/ ACTIVITIES	<p>Resources: <i>Signing Naturally, Unit 14</i> <i>Master ASL!</i></p> <p>Activities: Doctor's Office Skit, Doctor's Office Role Play, Worst Illness Story, Complaint/Solution Dialog with partner, Logical/Illogical Illnesses/Remedies, Logical/Illogical Complaints/Solutions</p>
ASSESSMENTS/ RUBRICS	Dialogues, Presentations, Partner Activities, Webcam conversations with county ASL students, Quizzes

THEME/TOPIC: Contemporary Life and Personal and Public Identities/ Famous Deaf People Quarter 3			Recommended # of Lessons: 5
<ul style="list-style-type: none"> • National/State Standards: • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express life events of famous Deaf people and people involved in ASL history</p> <p>Interpretive: Understand life events of famous Deaf people and people involved in ASL history</p> <p>Interpersonal: Discuss life events of famous Deaf</p>	<p>Explore the accomplishments of famous Deaf people</p> <p>Explore contributions of famous people to ASL history</p>	<p>Comparing perspectives of famous Deaf people from both hearing and Deaf cultures, and within the Deaf culture itself.</p>	<p>Express and understand life events of famous Deaf people and people involved in ASL history</p> <p>Knowledge of the accomplishments of famous Deaf people</p> <p>Knowledge of contributions of famous people to ASL history</p> <p>Knowledge of the different perspectives on famous Deaf people</p>

ASL I - III Curriculum 2016-2017
 ASL II Curriculum 2016-2017

people and people involved in ASL history			from both hearing and Deaf cultures, and within the Deaf culture itself.
---	--	--	--

USEFUL VOCABULARY	Continued from Life Events ACCOMPLISHMENT, FAMOUS, PERSPECTIVE, name signs List of Famous Deaf People All Students Should Know: Heather Whitestone, Marlee Matlin, William “Dummy” Hoy, CJ Jones, Helen Keller, Christy Smith, Kenny Walker, Laurent Clerc, Clayton Valli, Ella Mae Lentz, Chuck Baird, George Veditz, Matt Hamill, Linda Bove, Sean Berdy, John Maucere, Sean Forbes, Andrew Foster, Michelle Banks, Trix Bruce, Wild Zappers
RECYCLED/ONGOING TOPICS/STRUCTURES	Transitions Continues from life events
RESOURCES/ ACTIVITIES	<u>Resources:</u> <i>Signing Naturally 2- Unit 15</i> <i>Movers and Shakers</i> <i>Deaf Heritage</i> <i>Through Deaf eyes</i> <i>Story of Gallaudet and Clerc (new SN Unit 6)</i> <i>Master ASL! Level 1</i> <u>Activities:</u> Famous Deaf person presentations, role play conversations
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Contemporary Life/ Deaf History: Deaf Education Quarter 3		Recommended # of Lessons: 5	
National/State Standards:			
<ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. 			
COMMUNICATION -Interpersonal -Presentational	CULTURES/ CONNECTIONS -Interpretive	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Express different Deaf educational settings Express different Deaf educational methods Interpretive: Understand different Deaf educational settings Understand different Deaf educational methods Interpersonal: Discuss different Deaf educational settings Discuss different Deaf educational methods	Discuss importance of Deaf residential schools. Discuss the history of Deaf education methods from 1800's to today Introduction to Oral vs. Manual Dichotomy (further discussion in ASL 3)	Compare Deaf education and hearing education practices. Compare different experiences within different Deaf educational settings.	Express and understand Deaf educational settings and methods. Knowledge of the importance of Deaf residential schools and the history of Deaf education from 1800's through today. Knowledge of the differences in Deaf and hearing education; and the differences of the experiences within Deaf education. Knowledge of the DPN movement.
USEFUL VOCABULARY	MAINSTREAM, SELF CONTAINED, INTERPRETER, RESIDENTIAL-SCHOOL, EDUCATION, LOCAL, PROGRAM, ORAL, MANUAL, LIP-READING, SPEECH, CUED-SPEECH, EXPERIENCE, HEARING-AID, COCHLEAR-IMPLANT, OPPRESS, INCLUSION, MAINSTREAM (only one)		

RECYCLED/ONGOING TOPICS/STRUCTURES	Special referencing Listing
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Deaf heritage</i> <i>A place of their own</i> <i>Journey into deaf world</i></p> <p><u>Activities:</u> A day in the life of..., story, research presentation about options for Loudoun County residents, poster project</p>
ASSESSMENTS/ RUBRICS	<p>Dialogues Presentations Partner Activities Teacher Made Quizzes</p>

THEME/TOPIC: Contemporary Life/Deaf History (1817-Present Day) Quarter 3			Recommended # of Lessons: 5
<ul style="list-style-type: none"> • National/State Standards: • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present life story of a person involved in Deaf History Present comparison of DPN and Gallaudet Unity Movement Present timeline of Deaf Historical events</p> <p>Interpretive: Understand narratives about Deaf Historical events</p> <p>Interpersonal: Discuss events about early American Deaf History. Discuss opinions and reactions to the Milan Educator’s Conference Debate perspectives on DPN and Gallaudet Unity Protest</p>	<p>Importance of DPN and Deaf rights movement</p> <p>Connection of Deaf rights to universal human rights including black, Hispanic, women, minorities</p>	<p>Compare Deaf history to black history</p> <p>Compare activities of black history month, deaf history month, and Hispanic history month.</p> <p>Compare DPN to Milan Conference</p> <p>Compare DPN to Gallaudet Unity Protest</p>	<p>Knowledge of early American Deaf Historical Events.</p> <p>Knowledge of Milan Educator’s Conference.</p> <p>Knowledge of the DPN movement and influence.</p> <p>Knowledge of the Gallaudet Unity Protest and influence</p> <p>Knowledge of Milan Conference and influence</p>

ASL I - III Curriculum 2016-2017
 ASL II Curriculum 2016-2017

USEFUL VOCABULARY	PROTEST, SEASON, CLOSED, LOCKED, LOCKED-DOWN, POLICE, PRESIDENT, INTERPRETER, DEMANDS, JUSTIFY, RESIGN, REPERCUSSIONS/REPRIMAND, PARADE, DISCRIMINATION, HISTORY, CAMPUS, UNITY, DIVISION, STAFF, FACULTY, BOARD-OF-TRUSTEES, SELECTION, TV, NEWSPAPER, ADVERTISEMENT, DONATION, ARRESTED, PRISON/JAIL, VICTORY, SUCCESS/PAH, PRIDE, POWER, DEAF-POWER, CONVINCED, STRUGGLE, REVENGE, APPROVAL, RECOGNIZE, INTERNATIONAL, FOCUS, PEOPLE-ASSEMBLING
RECYCLED/ONGOING TOPICS/STRUCTURES	Special referencing Listing Transitions
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> SVRS Messenger website Deaf History Month link Deaf President Now book Deaf Mosaic: Deaf President Now (free on youtube)</p> <p><u>Activities:</u> Internet Search, Discussion/Debates, Life story of person involved in DPN</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Contemporary Life/ Deaf History: Americans With Disabilities Act Quarter 3			Recommended # of Lessons: 4
<ul style="list-style-type: none"> • National/State Standards: • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. • 5.1-Students use American Sign Language within and beyond the school setting. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express facts and history of the ADA Express how the ADA affects Deaf people Express the rights protected by the ADA Express the significance of each Title</p> <p>Interpretive: Understand facts and history of the ADA Understand how the ADA affects Deaf people Understand the rights protected by the ADA Understand the significance of each Title</p> <p>Interpersonal: Discuss facts and history of the ADA Discuss how the ADA affects Deaf people Discuss the rights protected by the ADA</p>	Connect the accommodations provided in school, workplaces, public places with the ADA title that requires them.	<p>Compare the rights guaranteed by the ADA to other Civil Rights Acts guaranteeing non-discrimination.</p> <p>Compare the impact of accommodations for disabled people, non-disabled people, and the deaf community.</p> <p>Compare the view of deafness as a disability by the federal government with the cultural view of deafness by the deaf community.</p>	<p>History and facts of the ADA Understanding of the significance of each title of the ADA Rights/accommodations guaranteed by the ADA for disabled people and for the Deaf community Recognize the accommodations provided in schools, workplaces, and other public places. Understand the conflict of perspectives of the federal government and the Deaf community in deafness being considered a disability.</p>

ASL I - III Curriculum 2016-2017
 ASL II Curriculum 2016-2017

Discuss the significance of each Title			
--	--	--	--

USEFUL VOCABULARY	DISABILITIES, AMERICANS, ACT, LAW, RIGHT, EQUAL, PROTECT, PROVIDE, ACCESS, ACCOMMODATION, TITLE, VIOLATED, SUE/PRESS-CHARGES, FILE, COMPLAINT, REPORT, DEFINE/DEFINITION, PHYSICAL, MENTAL, IMPAIRMENT, LIMIT, GOVERNMENT, AGENCY, INTERPRETER, CAPTIONING, HEARING DOG, INTERVIEW, EMPLOYMENT, TRANSPORTATION, EDUCATION, ARCHITECTURE, PERSPECTIVE
RECYCLED/ONGOING TOPICS/STRUCTURES	Stating and Debating Opinions Deaf History
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>ADA.gov</i> <i>Nad.org</i></p> <p><u>Activities:</u> ADA Workplace Brochure, ADA compliance inspections of school and other places, Role play job interviews/service industries/law enforcement scenarios, tour school or other places sighting ADA accommodations, Interview Deaf people about their experiences with discrimination/rights/accommodations</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Contemporary Life/ House and Furniture Quarter 4			Recommended # of Lessons: 4
<ul style="list-style-type: none"> • National/State Standards: • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. • 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Express the layout of a house/room Express house and furniture signs Express descriptive classifiers Express locative classifiers/referencing Express money numbers Interpretive: understand the layout of a house/room understand house and furniture signs understand descriptive classifiers understand locative classifiers/referencing understand money numbers Interpersonal: discuss the layout of a house/room	Discuss layout of a Deaf house (mirrors on stairs, open floor plan, technology)		Express and understand the layout of a house/room Express and understand house and furniture signs Express and understand descriptive classifiers Express and understand locative classifiers/referencing Express and understand money numbers Knowledge of the layout of a Deaf house

ASL I - III Curriculum 2016-2017
 ASL II Curriculum 2016-2017

using house and furniture signs, descriptive and locative classifiers, and referencing			
--	--	--	--

USEFUL VOCABULARY	GARAGE, FENCE, STAIRS, FRONT, BACK, DOOR, SWIMMING POOL, ROOF, YARD, PORCH, DECK, AIR-CONDITIONING, ATTIC, BASEMENT, FURNITURE, WOOD, BRICK, STONE, GLASS, LIVING-ROOM, KITCHEN, BED ROOM, BATHROOM, DINING ROOM, FAMILY ROOM, WASHING-MACHINE, CLOSET, COUCH, COFFEE TABLE, ROCKING-CHAIR, FIRE-PLACE, TV, PIANO, RUG, SHELVES, STOVE, SINK, FRIDGE, FREEZER, DISH WASHER, CABINETS, COUNTER, FAN, MICROWAVE, BED, DRESSER, DESK, MIRROR, PHONE, BLANKET, PILLOW, BATHT TUB, SHOWER, TOILET, TOWEL, SOAP, TISSUE, PICTURE, CURTAINS, BLINDS, LAMP, PLANT, CHAIR, FOLDER, TAPE, STAMP, ENVELOPE, DICTIONARY, SCISSORS, ERASER, GLUE, CALENDER, NAIL, SCREWDRIVER, NEWSPAPER, BROOM, VACUUM, MATCHES, CANDLES, NAIL-CLIPPER, KEY, THREADM MAGAZINE, CAPTIONS, UMBRELLA, ASPRIN, CLOCK, CAMERA, PHOTO ALBUM, BILLS, COMFORTABLE, NICE, COZY, ROOMY, CHANGE MOVE-AROUND, RENOVATE, EMPTY, THROW-OUT. Money numbers
RECYCLED/ONGOING TOPICS/STRUCTURES	Descriptive classifiers Locative classifiers Referencing Spatial accuracy
RESOURCES/ ACTIVITIES	<u>Resources:</u> <i>Signing naturally 2- unit 13 and 16</i> <i>Master ASL workbook</i> <i>University of Texas Online ASL 2 Portal- http://laits.utexas.edu/aslonline2/unit13/index.html</i> <u>Activities:</u> Your dream home, cribs movie project, class interview
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Contemporary Life/ Object Descriptions and Classifiers Quarter 4		Recommended # of Lessons: 5-6	
<ul style="list-style-type: none"> ● National/State Standards: ● 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) ● 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) ● 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) ● 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express descriptions of objects using locative classifiers, descriptive classifiers, semantic classifiers, instrumental classifiers, plural classifiers.</p> <p>Interpretive: Understand descriptions of objects using locative classifiers, descriptive classifiers, semantic classifiers, instrumental classifiers, plural classifiers.</p> <p>Interpersonal: Discuss descriptions of objects using locative classifiers, descriptive classifiers, semantic classifiers, instrumental classifiers, plural classifiers.</p>	Discuss how classifiers are related to other disciplines such as math and art.	<p>Compare the rich use of classifiers in ASL to the use of classifiers in English.</p> <p>Compare the use of description in the Deaf community to that in the hearing community.</p>	<p>Knowledge of locative, descriptive, semantic, instrumental, and plural classifiers.</p> <p>Use of all classifiers in describing objects.</p> <p>Use of classifiers to create narratives in ASL.</p> <p>Discuss the use of classifiers in math and art.</p> <p>Understand the importance of classifiers in the Deaf community as different from the hearing community</p>

USEFUL VOCABULARY	DCL:claw/sphere, DCL:curved-L/disk, DCL:B→S/Cone, DCL:C/cylinder, DCL: B/cube, SCL: 1/person, SCL: 3/vehicles, PCL: 4/4, LCL:CC
RECYCLED/ONGOING TOPICS/STRUCTURES	Non-Manual Markers- oo, mm, cha Descriptive classifiers Locative classifiers Semantic Classifiers Instrumental Classifiers Plural Classifiers Noun then Classifier description Referencing Spatial accuracy
RESOURCES/ ACTIVITIES	<u>Resources:</u> <i>Signing naturally 2- unit 13 and 16</i> <i>Master ASL workbook</i> Internet Resources <u>Activities:</u> Describe furniture, toys, daily objects in a presentation, Play guessing games based on pictures of objects, create stories using classifiers, describe math and art objects using classifiers
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Contemporary Life/ ABC Handshape Stories Quarter 4			Recommended # of Lessons: 5
<ul style="list-style-type: none"> • National/State Standards: • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express ABC handshape stories</p> <p>Interpretive: Understand ABC handshape stories</p> <p>Interpersonal: Discuss ABC handshape stories</p>	Importance of handshape stories in Deaf culture.	<p>Compare other cultures pass down stories like Deaf culture</p> <p>Compare the literary devices of spoken stories and Deaf handshape stories</p>	<p>Express and understand ABC handshape stories.</p> <p>Knowledge of the importance of handshape stories in Deaf culture.</p> <p>Knowledge of the differences and similarities of how Deaf culture and other cultures pass down their stories.</p> <p>Knowledge of the similarities and differences in the literary devices of spoken stories and handshape stories.</p>

USEFUL VOCABULARY	Previous units
--------------------------	----------------

RECYCLED/ONGOING TOPICS/STRUCTURES	Story telling Strong non manual markers classifiers
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Signing naturally 2- Unit 13</i> <i>DVD: A-Z ABC stories in ASL</i> <i>DVD: ASL poetry: selected works of Clayton Valli</i></p> <p><u>Activities:</u> View and Analyze ABC Stories, Copy and Perform an ABC Handshape story, Create ABC stories</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher Made Quizzes

THEME/TOPIC: Contemporary Life/ Animals and Habitats Quarter 4			Recommended # of Lessons: 5
National/State Standards:			
<ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Presentational	CULTURES/ CONNECTIONS -Interpretive	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present facts about animals including: Habitat, what they eat, life expectancy, where they are from, physical description, characteristics.</p> <p>Present information about endangered and extinct animals.</p> <p>Interpretive: Understand facts about animals including: Habitat, what they eat, life expectancy, where they are from, physical description, characteristics.</p> <p>Understand information about endangered and extinct animals.</p> <p>Interpersonal: Discuss facts about animals including: Habitat, what they eat, life</p>			<p>Classifiers as applying to animals and habitat: Descriptive Classifiers, Body Classifiers, Body Part Classifiers</p> <p>Use of signing space</p>

<p>expectancy, where they are from, physical description, characteristics</p> <p>Discuss information about endangered and extinct animals.</p>			
--	--	--	--

<p>USEFUL VOCABULARY</p>	<p>ANIMAL, FOREST, FARM, WATER, OCEAN, RIVER, CITY, RURAL, GRASS LAND, DESERT, RAIN FOREST, MOUNTAINS, J-U-N-G-L-E, H-I-L-L, COW, HORSE, PIG, TURKEY, LION, CHICKEN, BEAR, DEER, MOOSE, OCTOPUS, DOLPHIN, WHALE, SHARK, HIPPO, ALLIGATOR, DOG, CAT, FISH, GIRAFFE, ELEPHANT, WOLF, R-E-P-T-I-L-E, FOX, EAGLE, M-A-M-M-A-L, SNAKE, TIGER, SQUIRREL, RABBIT, BISON, DONKEY, S-L-O-T-H, MONKEY, GORILLA, J-A-G-U-A-R, GOAT, SHEEP, FROG, LAMB (SHEEP + SMALL), LLAMA, TURTLE, BAT, BUTTERFLY, S-E-A-L or SEAL, SPIDER, INSECT, PENGUIN, POLAR BEAR (BEAR + WHITE), SKUNK, RAT, MOUSE, KANGAROO, C-O-C-K-R-O-A-C-H, CRAB, LOBSTER, SHRIMP, RHINO, RACCOON, WORM, ROOSTER, LIFE EXPECTANCY, PLANT, E-N-D-A-N-G-E-R-E-D, EXTINCT, C-A-R-N-I-V-O-U-R-E, H-E-R-B-I-V-O-U-R-E</p> <p>Classifiers: LEOPARD (CAT + spots), four-legged running, PEACOCK (BIRD + fan of feathers), ZEBRA (HORSE + stripes), PANDA (BEAR + circle on eye), walrus (tusks coming from mouth)</p>
<p>RECYCLED/ONGOING TOPICS/STRUCTURES</p>	<p>Classifiers for movements and descriptions Contrastive Structure Categorization</p>
<p>RESOURCES/ ACTIVITIES</p>	<p><u>Resources:</u> ASL Nook: Zoo Animals https://www.youtube.com/watch?v=WLs_wck1feg ASL Nook: Sea Animals https://www.youtube.com/watch?v=j5pVWQHKcww</p> <p><u>Activities:</u> Signed Story about Animals Life, Field Trip to Zoo, Animal Vocab Review Game (students must repeat theirs and the previous signs), Pictionary, Presentations comparing animals, Animal Project/PowerPoint describing favorite animal,</p>
<p>ASSESSMENTS/ RUBRICS</p>	<p>Dialogues Presentations Partner Activities Teacher Made Quizzes</p>

LOUDOUN COUNTY PUBLIC SCHOOLS

WORLD LANGUAGES AND CULTURES

American Sign Language III 2016-2017

June 2016

ASL LEVEL III

ASL Curriculum III 2016-2017

THEME/TOPIC: Year-Round/ ASL Music, ASL Poetry, ASL Dramas, Legends, Handshape Stories, For Hearing People Only, For a Decent Living (ASL Literature Series)		Recommended # of Lessons: Covered throughout the year	
National/State Standards:			
<ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. • 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. • 5.1-Students use American Sign Language within and beyond the school setting. • 5.2-Students show evidence of becoming life-long learners by using American Sign Languages for personal enjoyment and enrichment. 			
COMMUNICATION -Interpersonal -Presentational	CULTURES/ CONNECTIONS -Interpretive	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present ASL translation and performance of a song Present pieces of ASL poetry Present ASL legends Interpretive: Analyze and interpret the five elements of ASL poetry Analyze and interpret ASL songs Analyze and interpret ASL legends	Topics included in ASL poetry, expression of frustration, struggle, communication, isolation, family, problems, feelings, opinions, oppression, oralism, school experience, finding identity, self-discovery, communication using ASL Connection between elements of ASL poetry/rhythm and English poetry elements	Comparison between ASL and English poetry Importance of ASL poetry in the Deaf community Comparison of use and value of music in Deaf community and the hearing community.	Knowledge and production of the five elements of ASL poetry (handshape/movement, rhyme, repetition, alliteration, rhythm) Knowledge and production of ASL songs Understanding of the differences in Deaf and hearing culture as it applies to ASL poetry, songs, and legends.

ASL Curriculum III 2016-2017

<p>Interpersonal: Discuss different genres of ASL poetry, songs, and legends Discuss meanings of ASL poetry Discuss lessons and history of Deaf legends</p>			
---	--	--	--

<p>USEFUL VOCABULARY</p>	<p>ASL-POETRY, ENGLISH-POETRY, EXPERIENCE, VALUE, PEOPLE, LANGUAGE, PURPOSE, AWARENESS/KNOWLEDGE, CREATIVITY, FEELING, RHYTHM, IMAGERY, ANALYSIS, INTERPRET, STRUGGLE, EMOTION, IMPACT, OPPRESSION, CULTURAL DIFFERENCES, BARE-SOUL, BREAK-FREE, WORLD-VIEW, PERSPECTIVE, PRACTICE, FRUSTRATION, ISOLATION, COMMUNICATION, COMMUNITY, INFERIOR</p>
<p>RECYCLED/ONGOING TOPICS/STRUCTURES</p>	<p>Role Shifting Facial Grammar/ Non-Manual Markers</p>
<p>RESOURCES/ ACTIVITIES</p>	<p>Resources: <i>Signing Naturally 2 Unit 15 ASL Poetry</i> <i>Signing Naturally 2 Unit 17 Legends</i> <i>Legend of The Mountain Man DVD</i> <i>Selected Works of Clayton Valli: ASL Poetry</i> Interpreted Songs from Youtube D-Pan music videos http://d-pan.com/ Deaf Movie (Taiwan): Hear Me Part 1-11 https://www.youtube.com/watch?v=ljGuzWxIp80 Youtube: Sean Forbes Music Videos Youtube: Mosdeux Deaf Family https://www.youtube.com/watch?v=r1uuntQOPnw Youtube: Deaf Folklore “Timber,” “Deaf Hulk,” “Deaf King Kong,” Dorm tradition stories, and others</p> <p>Activities: View and analyze ASL poems, Students copy and present an ASL poem, Interpret songs into ASL and perform, view/read about Deaf legends and discuss their importance. ASLTA Poetry Competition Webcam conversations with county ASL students</p>

ASL Curriculum III 2016-2017

ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Webcam conversations with county ASL students Quizzes Loudoun Vision Teacher made Rubrics
---------------------------------	--

THEME/TOPIC: Storytelling/ Role Shifting		Recommended # of Lessons: 2 to 3	
Quarter One			
<ul style="list-style-type: none"> National/State Standards: <ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
-Interpersonal -Interpretive -Presentational			
Presentational: Describe interaction between a person and an object using classifiers Describe interaction between two people using role shifting Describe interaction between two or more people	Connect ASL storytelling use of role shift and Non-Manual markers to English storytelling use of voice intonation. Storytelling is connected to the Deaf experience and life and family.	Compare morals in hearing stories and Deaf stories. Impact and importance of storytelling on the Deaf community	Interactions between people and objects. Use of classifiers, role shifting, spatial accuracy used in narrations.
Interpretive: Understand interaction between a	Relationship of ASL storytelling and Deaf experience		

ASL I - III Curriculum 2016-2017
ASL Curriculum III 2016-2017

<p>person and an object using classifiers Understand interaction between two people using role shifting Understand interaction between two or more people</p> <p>Interpersonal: Discuss interaction between a person and an object using classifiers Discuss interaction between two people using role shifting Discuss interaction between two or more people</p>			
--	--	--	--

USEFUL VOCABULARY	ROLE-SHIFTING, FACIAL-EXPRESSION, SPATIALIZATION, FALL, THROW, CATCH, SPILL, WRONG, OVERLOOK, NOT-SEE, TRANSITION
RECYCLED/ONGOING TOPICS/STRUCTURES	Role shift sequence, Spatial accuracy, body classifiers, instrumental classifiers, elemental classifiers, locative classifiers,
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Signing Naturally 1: Unit 11</i> <i>Signing Naturally 2: Unit 16</i> <i>Signing Naturally 3: Unit 18</i> <i>New Signing Naturally 1: Unit 6 Gum Story</i> <i>Signing Naturally 2: Unit 16 Ball Story</i></p> <p><u>Activities:</u> Students will sign about accidents of falling/tripping/spilling they see videos/picture of, students will describe passing various objects in various ways with various outcomes, students will sign children’s stories using all forms of role shifting</p>

ASL I - III Curriculum 2016-2017
ASL Curriculum III 2016-2017

ASSESSMENTS/ RUBRICS	Dialogues Presentations (Role Shifting examples) Partner Activities Teacher made Quizzes
---------------------------------	---

THEME/TOPIC: Storytelling/Dimensions and Perspectives Quarter One	Recommended # of Lessons: 6
--	------------------------------------

- **National/State Standards:**
 - 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode)
 - 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode)
 - 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode)
 - 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture.
 - 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.
 - 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture.

COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present action narrative from different participants’ perspectives Present narrative with sequencing of events Present narrative with variety of dimensions</p> <p>Interpretive: Comprehend narratives told from multiple perspectives Comprehend narratives about accidents with sequencing of events</p>	Deaf culture values multiple perspectives included in storytelling.	Compare the use of third-person narrative to multiple perspectives in storytelling.	Knowledge and use of multiple perspectives in narrating stories and events.

ASL Curriculum III 2016-2017

<p>Comprehend narratives with variety of dimensions</p> <p>Interpersonal: Dialogue about accidents seen from different perspectives Dialogue about sequence of events in narratives</p>			
USEFUL VOCABULARY	HORSE, CAR, PLANE, MOTORCYCLE, BIKE, BOAT, ACCIDENT, ROLE-SHIFTING, FACIAL-EXPRESSION, SPATIALIZATION, FALL, THROW, CATCH, SPILL, WRONG, OVERLOOK, NOT-SEE, HIT-AND-RUN, HIGHWAY, 1/2/3/4/ETC LANE, STOP LIGHT, INTERSECTION, OFF-RAMP, ON-RAMP, DENT, MINOR, DAMAGE, SHATTERED-GLASS, AIRBAG-DEPLOYED, JUNK, TOTALED, DESTROYED, SCRATCH		
RECYCLED/ONGOING TOPICS/STRUCTURES	Role shift sequence, Spatial accuracy, body classifiers, instrumental classifiers, elemental classifiers, locative classifiers, descriptive classifiers, semantic classifiers, use of close-ups/mid-shots/long-shots in storytelling, trip/fall sequences		
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Signing Naturally 2: Unit 16</i> <i>Signing Naturally 3: Unit 18</i> <i>Signing Naturally 3: Unit 21</i></p> <p><u>Activities:</u> Describe accident from different perspectives, retell action from a video clip in the correct sequence, compare use of movie long shots/mid shots/close ups to perspectives used in ASL stories, describe a trip/fall using the trip/fall sequence</p>		
ASSESSMENTS/ RUBRICS	<p>Dialogues</p> <p>Presentations (live, video-taped, uploaded, BYOT)</p> <p>Partner Activities</p> <p>Quizzes</p>		

ASL I - III Curriculum 2016-2017
ASL Curriculum III 2016-2017

THEME/TOPIC: Storytelling/ Cultural Stories - Retelling Quarter One			Recommended # of Lessons: 3
<ul style="list-style-type: none"> ● National/State Standards: <ul style="list-style-type: none"> ● 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) ● 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) ● 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) ● 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. ● 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. ● 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present an cultural story Interpretive: Comprehend narratives about cultural stories Interpersonal: Dialogue about cultural stories	Cultural use to share information and experiences with others in the Deaf community	Compare sharing information in the Deaf and hearing communities as it relates to cultural stories.	Expression and comprehension of classifiers Modelling and retelling of cultural stories Describe reaction to coincide with the action of the story viewed
USEFUL VOCABULARY	Vocabulary from Cultural stories that students require for comprehension		
RECYCLED/ONGOING TOPICS/STRUCTURES	Role shifting, Sequence events, Spatial accuracy, Classifiers, Dimensions and Perspectives, Idioms, and Nuances of Cultural experiences as it relates to Deaf World.		

ASL Curriculum III 2016-2017

RESOURCES/ ACTIVITIES	<p>Resources: <i>Signing Naturally 2 DVD: The Story Corner Units 13-17</i> <i>Signing Naturally 3 DVD: Signing Stories</i> Youtube videos Deaf Vlogs</p> <p>Activities: Describe a cultural story, retell a cultural story from a video clip in the correct sequence utilizing all other story -elling elements viewed</p>
ASSESSMENTS/ RUBRICS	Presentations Partner Activities as it relates to feedback of story telling Teacher-made Quizzes

THEME/TOPIC: Storytelling/ Idiomatic Expressions Quarter One			Recommended # of Lessons: 4
<p>• National/State Standards:</p> <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present a story utilizing a variety of complex Idiomatic expressions	Show correct translations of complex idiomatic expressions using ASL	Compare sharing information in the Deaf and hearing communities as it relates to complex idiomatic expressions.	Expression and comprehension of complex idiomatic expressions Modelling and retelling of stories and events utilizing complex

ASL Curriculum III 2016-2017

<p>Interpretive: Comprehend narratives containing Idiomatic expressions</p> <p>Interpersonal: Dialogues utilizing complex Idiomatic expressions</p>			<p>idiomatic expressions</p> <p>Describe reaction to coincide with the idiomatic expression seen</p>
USEFUL VOCABULARY	<p>THAT'S DISGUSTING, DISGUSTED, GROSS, THAT STINKS, IMPOSSIBLE, DOLE-IT-OUT, DON'T CARE, GO-AHEAD AND PAY, IT'S OVER, FINISHED, STUCK, DEMENTED, SICK OF, OOPS, FEELS GOOD, TOO LATE, BOILING MAD, OK-I ACCEPT IT / I'VE BEEN CAUGHT / SPEECHLESS</p>		
RECYCLED/ONGOING TOPICS/STRUCTURES	<p>Idioms, innuendos and nuances of cultural stories</p>		
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Signing Naturally 2 DVD: The Story Corner Units 13-17</i> <i>Signing Naturally 3 DVD: Unit 21 (Terrylene Moving Violations)</i> <i>Signing Naturally 3 DVD</i> Youtube videos Deaf Vlogs ASL THAT on-line</p> <p><u>Activities:</u> Tell a story containing idiomatic expressions</p>		
ASSESSMENTS/ RUBRICS	<p>Presentations Partner Activities as it relates to feedback of story telling Teacher-made Quizzes</p>		

ASL Curriculum III 2016-2017

THEME/TOPIC: Personal and Public Identities/ Unforgettable Moments Quarter Two		Recommended # of Lessons: 5-6	
<ul style="list-style-type: none"> National/State Standards: <ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present an unforgettable moment, embarrassing moment or story “I will never forget”</p> <p>Interpretive: Comprehend narratives about unforgettable moments, embarrassing moments and stories “I will never forget”</p> <p>Interpersonal: Dialogue about unforgettable moments, embarrassing moments and stories “I will never forget”</p>	Cultural use to share information and experiences with others in the Deaf community	Compare sharing information in the Deaf and hearing communities	<p>Expression and comprehension of storytelling components</p> <p>Storytelling foundations (role shifting, classifiers, idiomatic expressions, etc.)</p>

ASL I - III Curriculum 2016-2017
ASL Curriculum III 2016-2017

USEFUL VOCABULARY	HORSE, CAR, PLANE, MOTORCYCLE, BIKE, BOAT, ACCIDENT, ROLE-SHIFTING, FACIAL-EXPRESSION, SPATIALIZATION, FALL, THROW, CATCH, SPILL, WRONG, OVERLOOK, NOT-SEE, NEVER FORGET, "IMPRINT-ON-BRAIN", REMEMBER, "PUT-IN-BACK-OF-MIND," "ETCHED-IN-MIND," "LEARNED-A-LESSON," NEVER AGAIN
RECYCLED/ONGOING TOPICS/STRUCTURES	Role shift sequence, Spatial accuracy, Classifiers, Idiomatic Expressions and Dimensions
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Signing Naturally 3: Unit 21</i> <i>Signing Naturally 3: Unit 18</i> <i>See What I Mean DVD</i> Youtube videos</p> <p><u>Activities:</u> Describe an unforgettable moment, retold from a video clip in the correct sequence. Describe and embarrassing moment story or a story "I will never forget"</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher made Quizzes

ASL I - III Curriculum 2016-2017
ASL Curriculum III 2016-2017

THEME/TOPIC: Personal and Public Identities/Sharing Interesting Facts Quarter 2		Recommended # of Lessons: 4	
National/State Standards:			
<ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express facts and opinions of Deaf people’s viewpoints.</p> <p>Express using a whole to part approach when making comparison.</p> <p>Express using listing structure to categorize and rank information and contrastive structure to compare viewpoints between two cultures.</p> <p>Interpretive: Students should understand Deaf community’s viewpoints.</p> <p>Students should understand the benefits of residential school for the</p>	<p>Summarize various Deaf culture behaviors and views.</p> <p>Connect residential school for the Deaf experience.</p>	<p>Compare Deaf and Hearing cultures and communities.</p> <p>Compare residential school experience for the Deaf and public school experiences.</p>	<p>History, facts, and opinions of the American Deaf community and their unique viewpoints.</p> <p>Use of contractive structure, ranking/listing, and using a whole to part approach.</p> <p>Use of classifiers and role shifting to demonstrate the fact.</p> <p>Be able to present the Deaf community’s major views.</p>

ASL Curriculum III 2016-2017

<p>Deaf in language and cultural acquisition.</p> <p>Interpersonal: Students should compare and contrast Deaf and hearing culture viewpoints. Students would appreciate Deaf culture and their viewpoints.</p>			
---	--	--	--

USEFUL VOCABULARY	CULTURE, COMMUNITY, VIEW, OPINION, RESIDENTIAL SCHOOL, DORM, Common State Name Signs
RECYCLED/ONGOING TOPICS/STRUCTURES	<p>Stating and Debating Opinions</p> <p>Deaf History</p> <p>Using ranking, contractive structure</p> <p>Deaf Education</p>
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>“Signing Naturally Level 3”</i> Unit 19, Sharing Interesting Facts <i>Through Deaf Eyes</i> DVD Websites of various state residential schools for the Deaf</p> <p><u>Activities:</u> <i>“Signing Naturally, Level 3”</i> DVD Activities, Students role-play skits and re-telling situations</p>
ASSESSMENTS/ RUBRICS	<p>Dialogues</p> <p>Presentations</p> <p>Partner Activities</p> <p>Webcam conversations with county ASL students</p> <p>Quizzes</p>

ASL Curriculum III 2016-2017

THEME/TOPIC: Personal and Public Identities / Cultural and Societal Rules Quarter 2 Language Registries		Recommended # of Lessons: 2 (for Language Registries and Sign Continuum)	
National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present ASL narratives using the five registers correctly (Frozen, Formal, Consultative, Informal / Casual, Intimate)</p> <p>Interpretive: Understand and analyze ASL narratives using the five registers.</p> <p>Understand and analyze ASL conversations using the five registers</p> <p>Interpersonal: Converse using different registers of ASL</p>	Deaf culture use of the five registers Importance of the five registers in Deaf culture	Compare cultures and language registers within the hearing and Deaf communities.	Understand and express the language registers. Understand cultural / language differences in Deaf and hearing community in regard to language registers.

ASL I - III Curriculum 2016-2017
ASL Curriculum III 2016-2017

USEFUL VOCABULARY	FROZEN/STATIC REGISTER, FORMAL REGISTER, CONSULTATIVE REGISTER, CASUAL REGISTER, INTIMATE REGISTER, APPROPRIATE, EYE CONTACT, PHYSICAL TOUCH, RULES, DIRECT COMMUNICATION, TWO-WAY COMMUNICATION
RECYCLED/ONGOING TOPICS/STRUCTURES	Culture comparisons, syntactic structure, storytelling
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>American Sign Language: A teachers Resource text on Curriculum, Methods and Evaluation(green book)</i> <i>Youtube videos</i> <i>Lingustics of ASL</i></p> <p><u>Activities:</u> Pick a topic: Baseball, school, funeral etc. Students describe how you would apply situations of language to the registers we discussed during lesson, Sign Pledge of Allegiance or National Anthem or Lord’s Prayer as examples of Frozen register</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher made Quizzes

ASL Curriculum III 2016-2017

THEME/TOPIC: Personal and Public Identities / Cultural and Societal Rules Quarter 2 Signing Continuum	Recommended # of Lessons: 2 (continued from Language Registries)
--	--

National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture.
--

COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Express facts about sign language continuum Express a sentence in the ASL language continuum Interpretive: Understand facts about sign language continuum Understand sentences signed in the ASL signing continuum Interpersonal: Discuss facts about sign language continuum	Discuss changes within Deaf culture that have changed the sign language continuum.	Compare languages used by Deaf and deaf people.	History and facts about the sign language continuum (ASL, PSE, Signed English systems, Cued Speech, Rochester Method, spoken English)

USEFUL VOCABULARY	PIDGIN SIGNED ENGLISH (PSE), SIGNED ENGLISH (SEE 1, SEE2, LOVE.), ROCHESTER METHOD, CUED SPEECH, ORAL, ASL, ENGLISH, BILINGUAL-BICULTURAL (BI-BI) APPROACH, EDUCATION, PERSPECTIVE, CONTINUUM, TOTAL COMMUNICATION, SIMULTANEOUS COMMUNICATION, MIME/GESTURE
--------------------------	---

ASL Curriculum III 2016-2017

RECYCLED/ONGOING TOPICS/STRUCTURES	Stating and Debating Opinions Deaf History Using ranking, contractive structure Deaf Education
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Sign Language continuum handouts</i> <i>www.NAD.org</i> <i>Though Deaf Eyes DVD</i> <i>Master ASL! Level one, p. 276-277 The Sign Language Continuum</i> <i>Sign Me Alice (Sign Continuum) flowchart found in book</i></p> <p><u>Activities:</u> Research parts of language continuum, Use videos to compare language continuum, Tell a part of a story using different parts of the language continuum, Students will tell a children’s story in both ASL and SEE making comparisons.</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Teacher made Quizzes

ASL Curriculum III 2016-2017

THEME/TOPIC: Personal and Public Identities / Cultural and Societal Rules Quarter 2 Avenues to Deaf Culture		Recommended # of Lessons: 1	
National/State Standards:			
<ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Express different paths to involvement in Deaf culture and community Interpretive: Understand Deaf life stories/movies and their path into the Deaf community Interpersonal: Dialogue about Deaf cultural experience from a narrative/movie	Differences and similarities between Deaf experiences in the Deaf community	Compare hearing and Deaf culture	Knowledge of the Paths to Deaf Culture diagram (linguistic, political, social, audiological) Knowledge of Deaf life stories and movies Students use dialogues to discuss Deaf cultural everyday experience
USEFUL VOCABULARY	LINGUISTIC, POLITICAL, SOCIAL, AUDIOLOGICAL, LANGUAGE, COMMUNITY, ACCEPTANCE, RULES, APPROPRIATE, COMMUNICATION, DEAF CORE, COMPARISON, OPINION, AGREE, DISAGREE, PROCESS, EXPERIENCE, BOUNDARY, Idioms related to stereotypes ie: THINK HEARING, STRONG DEAF, DEAF HEART, etc.		

ASL Curriculum III 2016-2017

RECYCLED/ONGOING TOPICS/STRUCTURES	Stating and Debating Opinions Deaf History Using ranking, contractive structure Deaf Education
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Bravo curriculum- Hearing and Deaf comparison</i> Youtube stories Internet resources/articles</p> <p><u>Activities:</u> Students become involved in the Deaf community through Deaf chats, Deaf videochats, silent nights, Deaf clubs, field trip to Deaf schools and community centers</p>
ASSESSMENTS/ RUBRICS	Dialogues Presentations Partner Activities Webcam conversations with county ASL students Quizzes

ASL Curriculum III 2016-2017

THEME/TOPIC: Personal and Public Identities / Cultural and Societal Rules Quarter 2 Norms, Values, Beliefs, Rules of Behavior, Identify, Generational Traditions, World View, Controversial Issues		Recommended # of Lessons: 4	
National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Express Deaf Cultural Norms, Values, Beliefs, Rules of Behavior, Identify, Generational Traditions, World View, Controversial Issues Interpretive: Understand Deaf Cultural Norms, Values, Beliefs, Rules of Behavior, Identify, Generational Traditions, World View, Controversial Issues Interpersonal: Dialogue about Deaf cultural Norms, Values, Beliefs, Rules of Behavior, Identify, Generational Traditions, World View, Controversial Issues	Generational Traditions (Deaf Jokes/Folklore, Deaf Poetry, Songs, Value of residential schools, residential school reunions, sharing stories with cultural values, decision making), World View (US Deaf and other perspectives from other countries), Controversial Issues (Speech, Cochlear Implant, Technologies, Interpreting Access)	Compare Differences and similarities between Hearing and Deaf Cultural Norms (Greetings and Leavetakings), Values (Information Sharing and Relationships, Use of technology, Social Organizations), Beliefs (Equality, Use of Ears vs. Hands/Eyes), Rules of Behavior (Eye Gaze, Attention Getting, Use of Touch), Identity	Comparison Deaf and Hearing cultural Norms, Values, Beliefs, Rules of Behavior Knowledge of generational traditions, Deaf World View, and Controversial Issues in the Deaf community

ASL I - III Curriculum 2016-2017
ASL Curriculum III 2016-2017

USEFUL VOCABULARY	COCHLEAR IMPLANT, NORMS, VALUES, BELIEFS, BEHAVIOR, IDENTITY, TRADITIONS, GENERATIONAL/PASS-TO-NEW-GENERATIONS, WORLD VIEW, CONTROVERSIAL ISSUES, EYE-GAZE, VIEWPOINT/PERSPECTIVE, POETRY, STORYTELLING, LEAVETAKING, SPEECH, TECHNOLOGY, VIDEOPHONE, INFORMATION, TO-SHARE-INFORMATION, PRIVACY, ORGANIZATIONS, EQUALITY, DISCRIMINATION, AUDISM, PREJUDICE, ATTENTION
RECYCLED/ONGOING TOPICS/STRUCTURES	Stating and Debating Opinions Deaf History Using ranking Residential Schools for the Deaf
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Bravo curriculum- Hearing and Deaf comparison</i> Youtube stories Internet resources/articles Use of # associated with Deaf Issues and Vlogs (https://www.youtube.com/watch?v=6eXPWHUYbz8) (https://www.youtube.com/watch?v=gldP7SstlP8) (https://www.youtube.com/watch?v=W1dwXZifV-w) (https://www.youtube.com/watch?v=P9YGCWd9zyI) <i>See What I Mean DVD</i></p> <p><u>Activities:</u> Students become involved in the Deaf community through Deaf chats, Deaf videochats, silent nights, Deaf clubs, field trip to Deaf schools and community centers, # internet search for Deaf related #'s, Class Discussion</p>
ASSESSMENTS/ RUBRICS	Research Presentations Partner Activities Webcam conversations with county ASL students Teacher Made Quizzes

ASL I - III Curriculum 2016-2017
ASL Curriculum III 2016-2017

THEME/TOPIC: Families and Communities / College Quarter 3		Recommended # of Lessons: 4-5	
National/State Standards:			
<ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express the process of choosing a college and applying. Express various college majors related to ASL.</p> <p>Interpretive: Understand signed narratives about Deaf college experience</p> <p>Interpersonal: Participate in a mock college interview as both the interviewer and the applicant Discuss personal preference in colleges. Discuss Deaf college experiences. Discuss cultural importance for NTID/RIT, Gallaudet University, and CSUN.</p>	<p>Research NTID/RIT, Gallaudet University, and CSUN. Discuss the cultural importance of these colleges.</p> <p>Research additional colleges with ASL related majors.</p>	<p>Compare college life experiences of Deaf and Hearing students (dorms, classes, intramurals, social life, security features).</p> <p>Compare fraternities and sororities for Deaf and hearing students both nationally and internationally.</p>	<p>Use of college vocabulary to discuss college options, process of choosing a college, and college interviews</p> <p>Knowledge of cultural importance of certain colleges</p> <p>Understand similarities and differences in Deaf and hearing college life</p>

ASL Curriculum III 2016-2017

USEFUL VOCABULARY	APPLICATION, ACCEPTED, REJECTED, E-S-S-A-Y TYPE, E-S-S-A-Y SEND, INTERVIEW, INTERNSHIP, CERTIFICATION, DEGREE, LICENSE, MENTOR, MAJOR, MINOR, DEGREE, UNDERGRADUATE, GRADUATE-SCHOOL, B.A., M.A., PhD, GPA, SAT, WORK EXPERIENCE, DORM, ON-CAMPUS, OFF CAMPUS, LETTER RECOMMENDATION, CLASS/COURSE OFFER, CREDIT, REQUIREMENT, THINK-ABOUT, CONSIDER, CHECK-OUT-OPTIONS, TOUR, DROP PLAN, POSTPONE, DECISION, NTID/RIT, #CSUN, GALLAUDET, FRATERNITY, SORORITY, KAPPA GAMMA, PHI KAPPA ZETA, INTERNATIONAL, FINANCIAL SUPPORT, VR
RECYCLED/ONGOING TOPICS/STRUCTURES	Revisit: FRESHMAN, SOPHOMORE, JUNIOR, SENIOR, COLLEGE, UNIVERSITY, GRADUATION Vocabulary Sharing Information Topic Role Shifting Structure Comparison Structure Listing Structure
RESOURCES/ ACTIVITIES	<p>Resources: <i>Signing Naturally 3: Unit 23</i> Useful for vocab College Websites for NTID/RIT, Gallaudet University, and CSUN College Board College Search https://bigfuture.collegeboard.org/college-search FAFSA website https://fafsa.ed.gov/ Pell Grant website https://studentaid.ed.gov/sa/types/grants-scholarships/pell Common Application http://www.commonapp.org/</p> <p>Activities: Mock college interview, web research on colleges, presentation comparing hearing college to a Deaf supported college, vocabulary activities, students choose colleges, students create a college</p>
ASSESSMENTS/ RUBRICS	Interviews Presentations Partner Activities Teacher made quizzes

ASL Curriculum III 2016-2017

THEME/TOPIC: Families and Communities / Career Quarter 3		Recommended # of Lessons: 4-5	
National/State Standards: <ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Express the process on making a major life or career choice(s). Express various careers Deaf people choose (past and present). Present information about different career options</p> <p>Interpretive: Understand the process on making a major life or career choice(s). Understand various careers Deaf people choose (past and present). Understand information about different career options.</p> <p>Interpersonal: Discuss the process on making a major life or career choice(s).</p>	<p>Connect and compare the education of the Deaf and the general hearing society and the struggles both have.</p> <p>Connect how ADA helps ensure career choices for Deaf people.</p>	<p>Compare how education influences career choices between Deaf and hearing cultures.</p> <p>Compare struggles with employment in the past and currently for Deaf people (prejudice, discrimination, audism, ADA)</p> <p>Compare aspects of two different jobs and conclude which they prefer</p>	<p>Express and understand processes and outcomes of making career decisions.</p> <p>Knowledge of struggles faced in careers.</p> <p>Knowledge of career choices for Deaf people.</p> <p>Understanding of the ADA in relation to careers.</p>

ASL Curriculum III 2016-2017

Discuss various careers Deaf people choose (past and present). Participate in mock job interview as both an interviewer and an applicant			
---	--	--	--

USEFUL VOCABULARY	CAREER, JOB, J-O-B F-A-I-R, vocab for careers students are interested in, APPLICATION, RESUME, INTERVIEW, HIRE, INTERN, TRAIN, CERTIFICATION, DEGREE, LICENSE, N-O-V-I-C-E, MENTOR, EMPLOYMENT, VOCATIONAL REHABILITATION/VR, LAID-OFF, FIRED, GRADUATE, RETIRE, DECISION, THINK-ABOUT, EXPERIENCE, INTEREST, ADVICE, REFER/REFERRAL, BENEFITS, HEALTH INSURANCE, AUDISM, DISCRIMINATION, PREJUDICE, STRUGGLE, SSI, SSDI, DISABILITY, TEMPORARY, PERMANENT, T-E-N-U-R-E, N-O-N-T-E-N-U-R-E, PEDDLER, NEGATIVE VIEW, LAZY, REFUSE WORK, SEARCH-FOR JOB, TAKE-ADVANTAGE, FOOL/TRICK, SUPPORTIVE SERVICES, LAW, CARDS, FORBIDDEN/ILLEGAL, IDENTITY, POOR
RECYCLED/ONGOING TOPICS/STRUCTURES	Job Vocabulary from ASL 1 + AGENT Structure Comparison Structure Listing Structure
RESOURCES/ ACTIVITIES	<p>Resources: <i>Signing Naturally 3: Unit 23</i> Career Trends http://www.careertrends.com/ US Interactive Map http://www.npr.org/sections/money/2015/02/05/382664837/map-the-most-common-job-in-every-state Career Trends for Deaf http://www.lifeprint.com/asl101/topics/career-trends-for-the-deaf.htm <i>Through Deaf Eyes</i> Book and DVD Deaf Peddler Article <i>For a Decent Living</i> DVD <i>For Hearing People Only</i> Book SSI and SSDI Explanation http://thumbnails.visually.netdna-cdn.com/social-security-disability-insurance-vs-supplemental-security-income_510707d17e50c_w587.png</p> <p>Activities: “Signing Naturally, Level 3” DVD Activities, Students role-play skits, Students survey others about their career choices, Mock interviews, Mock job fair, Invite guest speakers to present about their careers, Internet research on careers and ASL related careers, Research about Deaf peddlers including laws prohibiting them, Present/role-play reactions to meeting a Deaf peddler, Make posters to educate hearing people about Deaf peddlers</p>

ASL Curriculum III 2016-2017

ASSESSMENTS/ RUBRICS	Mock Interviews Presentations Partner Activities Teacher made quizzes
---------------------------------	--

ASL Curriculum III 2016-2017

THEME/TOPIC: Families and Communities / Money and Finances Quarter 3		Recommended # of Lessons: 6-7	
National/State Standards:			
<ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present monthly budget Present cost for buying a new car, house, college expenses</p> <p>Interpretive: Understand signed narratives about monthly budget Understand narratives about buying cars, houses, college expenses</p> <p>Interpersonal: Dialogue about expenses relating to cars, houses, college</p>	<p>Knowledge of how finances have influenced the Deaf community</p> <p>Knowledge of government cuts in finances and technology have influenced the Deaf community</p> <p>Historical experiences of Deaf people being taken advantage of or not knowing how finances worked</p> <p>Connect to Personal Finance and Economics Class topics</p>		<p>Understand and present budgets and other money situations</p> <p>Understanding of historical experiences of Deaf people being taken advantage of or not knowing how finances worked and protection measures created by Deaf people</p>

ASL Curriculum III 2016-2017

USEFUL VOCABULARY	MONEY, BUDGET, PAY, BANK, DEBT, FINANCES, DECISION, SUBSCRIBE, DOLLAR, SELL, CREDIT-CARD, EARN, GET-LOTS-OF-MONEY, INVEST, CONTRIBUTION, CHECK, SAVE-MONEY, WITHDRAW, DEPOSIT/DOWN-PAYMENT, BALANCE, TOTAL/ALL-TOGETHER, BOUNCE-CHECK, IN-RED, CHARGE/COST, FEE, BROKE/BANKRUPT, TRANSFER, OWE, SUBTRACT, INTEREST, PENALTY, BILL, HAVE-TIGHT-BUDGET, SPEND-THRIFT, PAY-IN-LARGE-CHUNK, CAN'T AFFORD, PAY-OFF, RICH, POOR, C-A-S-H, MONEY ORDER, CREDIT-CARD, DEDUCT F-E-E/PENALTY, DONATE, ZERO BALANCE, NEGATIVE BALANCE
RECYCLED/ONGOING TOPICS/STRUCTURES	Review: Money numbers and prices Sharing Information Structures
RESOURCES/ ACTIVITIES	<p>Resources: <i>Signing Naturally 3: Unit 23</i> <i>Number Signs for Everyone</i> <i>Master ASL! Workbook</i> Personal Finance and Economics Teacher and their resources Number Practice: www.asl.bz OIC Movies: http://www.oicmovies.com/category/money/ OIC Movies: http://www.oicmovies.com/category/personal-finance/ OIC Movies: http://www.oicmovies.com/category/taxesgov/ Handspeak website for vocabulary</p> <p>Activities: Mock budget presentations, Role play student loans/opening bank accounts/buying a car/buying a house, Make plans for future career, student research for opening bank account, Play Monopoly</p>
ASSESSMENTS/ RUBRICS	Mock Interviews with banks Presentations Partner Activities Teacher made quizzes

ASL Curriculum III 2016-2017

THEME/TOPIC: Families and Communities / Technology (Past, Present, and Future) Quarter 3		Recommended # of Lessons: 6-7	
National/State Standards:			
<ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>Presentational: Present information about a device including their opinion and the Deaf Community's opinion</p> <p>Interpretive: Understand signed narratives about technologies used by the Deaf community</p> <p>Interpersonal: Analyze what technology should be included a home of a Deaf person depending on the time period Analyze the differences between technology devices</p>	Timeline of technology and ASL-related technology (1817-present)	<p>Comparing technology in a typical US home to a Deaf home</p> <p>Comparing family perspective (hearing and Deaf) towards technology/speech/amplification devices/notification devices</p> <p>Comparison of Deaf views toward technology to improve equal access</p>	<p>Understanding devices such as: TTY, telephone, iphone, skype, VRI, VRS, Light alert systems, videophones, Sorenson, Purple, Convo, Hawk, webcams, Glide, etc.</p> <p>Knowledge that family perspectives vary toward technology/speech/amplification devices</p> <p>Knowledge of payment of telecommunication services</p>

ASL I - III Curriculum 2016-2017
ASL Curriculum III 2016-2017

USEFUL VOCABULARY	VIDEO-PHONE, SORENSON, CELL-PHONE, TEXT, IPHONE, TO-CALL-USING-TTY, TTY, EMAIL, TO-CORRESPOND, GLIDE, VLOG, FACEBOOK, FACETIME, INSTAGRAM, TWITTER, Social Media sites as they are developed
RECYCLED/ONGOING TOPICS/STRUCTURES	Review- Technology in the home of a Deaf person
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>Love is Never Silent DVD</i> <i>Beyond Silence DVD</i> <i>Hear and Now DVD</i> <i>See What I Mean DVD</i> <i>Sound and Fury DVD</i> <i>6 Years Later DVD</i> Heather’s World, TED Talks Of Sound Mind Book</p> <p><u>Activities:</u> Mock demonstration of a technology of the student’s choice, researching technology development, research technology devices for different situations for people in the Deaf community, Mock sales demonstration of different relay services, Create and research ways services are provided for Deaf people</p>
ASSESSMENTS/ RUBRICS	Mock Sales Presentations Presentations Partner Activities Teacher made quizzes

ASL Curriculum III 2016-2017

THEME/TOPIC: Contemporary Life / Board and Card Games Quarter 4			Recommended # of Lessons: 7
National/State Standards:			
<ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. • 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. • 5.1-Students use American Sign Language within and beyond the school setting. • 5.2-Students show evidence of becoming life-long learners by using American Sign Languages for personal enjoyment and enrichment. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present a board game Present a card game Interpretive: Understand descriptions of board games Understand descriptions of card games Interpersonal: Discuss rules of board games Discuss rules of card games	Deaf community playing DINGO game	Compare Dingo to Bingo Compare games that are more Deaf friendly (Pictionary, Guestures, Heads Up, Dingo, etc) to games that rely on sound	Express and understand sequential ordering for game descriptions Use of Classifiers for description of games Use of transitions and cohesive devices

ASL Curriculum III 2016-2017

Discuss preferences in board and card games			
USEFUL VOCABULARY	GAME, RULE, CARDS, B-O-A-R-D GAME, MUST, BETTER, ILLEGAL/FORBIDDEN, NOT PERMITTED, "DON'T", FINISH, WRONG, DOESN'T-MATTER, TEND-TO, ACE, KING, QUEEN, JACK, CLUBS, SPADES, HEARTS, DIAMONDS, TO-HOLD-CARDS, SHUFFLE, TURN-OVER, TAKE, TAKE-TURNS, ALL-GONE/RUN-OUT-OF, WIN, LOSE, TIE, POINTS, CHEAT, LIE, GOAL/STRATEGY, MAXIMUM, MINIMUM, BET, MATCH, MOVE, DICE, END, SET-UP, FINISH, PLAN, SKIP-TURN, S-U-I-T,		
RECYCLED/ONGOING TOPICS/STRUCTURES	Spatial Referencing Role Shifting Non-Manual Markers Ranking Sequencing Classifiers		
RESOURCES/ ACTIVITIES	<p><u>Resources:</u> <i>"Signing Naturally Level 3"</i> Ch. 20 Video of Lindsey Heisey explaining UNO Dingo Games for Deaf- search on google for video Poker, Uno, and Skip-Bo Explanation Videos http://www.laits.utexas.edu/aslonline3/20 Sign Master Game</p> <p><u>Activities:</u> Explain and play card games, Explain and play board games, Student made videos</p>		
ASSESSMENTS/ RUBRICS	Presentations Partner Activities Teacher made quizzes		

ASL Curriculum III 2016-2017

THEME/TOPIC: Contemporary Life / Group Games and Sports Quarter 4		Recommended # of Lessons: 7	
National/State Standards:			
<ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. • 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. • 5.1-Students use American Sign Language within and beyond the school setting. • 5.2-Students show evidence of becoming life-long learners by using American Sign Languages for personal enjoyment and enrichment. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present a group game Present a sport and the rules Interpretive: Understand signed descriptions of group games Understand signed descriptions of sports Interpersonal: Discuss rules of group games Discuss rules of group games	Deaf community playing The Elephant Game Deaf Sports Organizations: USDB (previously known as AAAD), NSAO, USFD, USA Deaf Sports Federation	Compare necessity of adapting games/sporting events for equality of Deaf and hearing players Comparison of Deaf and hearing participants of sports teams and the reason they join	Express and understand sequential ordering for game descriptions Use of Classifiers for description of games Use of transitions and cohesive devices

ASL Curriculum III 2016-2017

Discuss preferences in group games and sports			
USEFUL VOCABULARY	GAME, SPORT, RULE, REQUIRED, MUST, BETTER, ILLEGAL/FORBIDDEN, NOT PERMITTED, "DON'T", CAN'T, FINISH, WRONG, DOESN'T-MATTER, TEND-TO, TAKE-TURNS, WIN, LOSE, TIE, BEAT, "WHIP/DESTROY," POINTS, CHEAT, LIE, GOAL/STRATEGY, MAXIMUM, MINIMUM, BET, END, SET-UP, FINISH, PLAN, COMPETITION, TOURNAMENT, BRAKET, CHAMPION, OFFENSE, DEFENSE, SUBSTITUTION, STARTER, GOAL (SOCCER AND HOCKEY), TOUCHDOWN, PENALTY, PENALTY (FOOTBALL), FOUL (BASKETBALL), ELIMINATION, EJECT, SUSPENSION, OVER-TIME, HALF-TIME, QUARTER, OFF-SIDES, COACH/CAPTAIN, MANAGER, ASSISTANT, "HOT"-meaning close game, "WIN-BY-A-HAIR"		
RECYCLED/ONGOING TOPICS/STRUCTURES	Review Famous Deaf Athletes Spatial Referencing Role Shifting Non-Manual Markers Ranking Sequencing Classifiers		
RESOURCES/ ACTIVITIES	<u>Resources:</u> "Signing Naturally Level 3" Ch. 20 <i>The Elephant Game Book</i> <i>Deaf Sports Book</i> <u>Activities:</u> Explain and play group games, Student made videos explaining games and sports, Deaf Sports Center		
ASSESSMENTS/ RUBRICS	Presentations Partner Activities Teacher made quizzes		

ASL Curriculum III 2016-2017

THEME/TOPIC: Contemporary Life / Deaflympics Quarter 4		Recommended # of Lessons: 7	
National/State Standards:			
<ul style="list-style-type: none"> 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. 5.1-Students use American Sign Language within and beyond the school setting. 5.2-Students show evidence of becoming life-long learners by using American Sign Languages for personal enjoyment and enrichment. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present about countries included in the Deaflympics Present timeline of Deaflympics Interpretive: Understand information about countries included in the Deaflympics Understand timeline of Deaflympics Interpersonal: Dialogue about information that is	Deaf community values involvement of sports on Deaf teams and some on mainstream teams Connection with statistics of Deaflympics data (including: Oldest athletes, youngest athletes, most medals, scores, most medals)	Compare Deaflympics to hearing international competitions. Compare Deaf communities in US with other countries	Understand the concept of Deaflympics and its history (including place and date founded, name changes, recent Deaflympics place and date, next Deaflympics place and date) Discuss past and future Deaflympics to include locations, sports/games, and rules. Identify locative and instrument classifiers, and the correct use of

ASL Curriculum III 2016-2017

<p>same/different in countries. Dialogue about the Deaflympics</p>			<p>space when signing.</p> <p>Discuss different statistics relating to Deaflympics.</p>
<p>USEFUL VOCABULARY</p>	<p>DEAFLYMPICS, SPORTS/ATHLETIC, GAMES, COMPETITION, RULES, LESS-THAN, REDUCE, OVER-LIMIT, FORBID, LIMIT, WIN, LOSE-COMPETITION, FAIL, REQUIREMENT, NOT-PERMIT, INTERNATIONAL, COUNTRY, Country Signs of interest to students/teacher, NOT-POLITE, NOT-MATTER, MEAN, RUDE, SUPPOSE/IF, EQUAL, TURN-TAKE, POINTS/SCORE, PERCENT, FRACTIONS, THEREABOUTS, SUCCESS, ESTABLISH, BLIND, FIRST-PLACE, SECOND-PLACE, THIRD-PLACE, MEDAL, IMPORTANT, CONNECT, COMPARE, ANNUALLY, INCREASE, DECREASE, BALANCE, THROW-OUT/ELIMINATED, TRIPLE, VOTE, HOST, PASS, MISS, OVER-LOOK, MUST, REQUIRE, SHOULD, TEND-TO, WRONG, FINISH, HURRY, TO-INFORM/INFORMATION, FACTS, RECORD/R-E-C-O-R-D, BREAK-RECORD, GOLD, SILVER, B-R-O-N-Z-E, ATHLETE, COACH, TROPHY, PRACTICE, SCHEDULE, BRACKET, NO-LONGER/BREAK-DOWN, FUNDRAISING</p>		
<p>RECYCLED/ONGOING TOPICS/STRUCTURES</p>	<p>International Deaf cultures Sports Vocabulary Rule Vocabulary Spatial Referencing Role Shifting Non Manual Markers Ranking</p>		
<p>RESOURCES/ ACTIVITIES</p>	<p>Resources: <i>Master ASL! Chapter 6</i> Country Signs: http://www.aslresource.net/index.html Country Signs https://www.youtube.com/watch?v=UXxcSiB6mpY www.deaflympics.com <i>internet (sports)</i> World Federation of the Deaf website Youtube videos: https://www.youtube.com/watch?v=EpLxGQXIF8Y https://www.youtube.com/watch?v=e-0xLPB1jH0 https://en.wikipedia.org/wiki/1985_Summer_Deaflympics</p>		

ASL I - III Curriculum 2016-2017
ASL Curriculum III 2016-2017

	<p><u>Activities:</u> Students research a country involved in the Deaflympics and present to the class, Presentation can include Flag description, Deaf population, educational options for Deaf people, Deaf clubs, sports they participate in for Deaflympics, medals they won. Students create a timeline of Deaflympic events and history, Mock Deaflympics News Show. ASL Field Day/ASL Festival</p>
ASSESSMENTS/ RUBRICS	<p>Student Signed Timeline Presentations Partner Activities Teacher Made Quizzes</p>

ASL I - III Curriculum 2016-2017
ASL Curriculum III 2016-2017

THEME/TOPIC: World / Countries (Expanded from Nationalities Topic in ASL 2) Quarter 4		Recommended # of Lessons: 3	
National/State Standards:			
<ul style="list-style-type: none"> • 1.1-Students use ASL to engage in conversations and provide information, express feelings and emotions, and exchange opinions. (interpersonal mode) • 1.2-Students comprehend and interpret live and recorded American Sign Language on a variety of topics. (interpretive mode) • 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. (presentational mode) • 2.1-Students demonstrate an understanding of the relationship between practices and perspectives of American Deaf culture. • 3.1-Students reinforce and further their knowledge of other disciplines through American Sign Language. • 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. • 4.1-Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. • 4.2 Students demonstrate the understanding of the nature of culture through comparisons of American Deaf culture and their own culture. • 5.1-Students use American Sign Language within and beyond the school setting. • 5.2-Students show evidence of becoming life-long learners by using American Sign Languages for personal enjoyment and enrichment. 			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
Presentational: Present facts about different countries Present a plan to travel to other countries Present vocab from different signed languages Interpretive: Understand signed presentations about other countries Understand travel plans Interpersonal:	Discuss cross cultural communication and values Deaf people from other countries communicating without common language Invention of “Gestuno” (international sign language)	Compare Deaf communities around the world. Compare different signed languages around the world Compare Deaf schools around the world	Understand differences in signed languages around the world Understand differences in Deaf culture around the world Discuss travel to other countries

ASL Curriculum III 2016-2017

<p>Discuss cultural differences for countries around the world Discuss different signed languages</p>			
<p>USEFUL VOCABULARY</p>	<p>Country Signs for countries in the Deaflympics, FLAG, POPULATION, STATISTICS, TRAVEL, ROUND-TRIP, TRANSPORTATION, WALK/HIKE, Weather signs, SCHEDULE, PLAN, <i>Money signs</i>, HOTEL, SIGHT-SEEING, Cultural Foods, MAP, GPS</p>		
<p>RECYCLED/ONGOING TOPICS/STRUCTURES</p>	<p>International Deaf cultures Spacial Referencing Role Shifting Facial Grammar Ranking</p>		
<p>RESOURCES/ ACTIVITIES</p>	<p><u>Resources:</u> <i>Master ASL! Chapter 6</i> <i>Signing Naturally 2: Unit 15</i> Youtube videos Country facts online</p> <p><u>Activities:</u> Students research a country involved in the Deaflympics and present to the class, Presentation can include Flag description, Deaf population, educational options for Deaf people, Deaf clubs, sports they participate in for Deaflympics, medals they won. Students research signed languages and Deaf cultures from other countries. Students plan an international trip.</p>		
<p>ASSESSMENTS/ RUBRICS</p>	<p>Dialogues Presentations Partner Activities Teacher Made Quizzes</p>		