

<b><i>By the end of the year, students are expected to perform at the intermediate mid (IM) to advanced mid (AM) level of proficiency.</i></b>				
<b>Student Habits and Enduring Skills:</b>				
<ul style="list-style-type: none"> <li>- Set personal goals and monitor progress toward proficiency with a goal of functional use of the target language</li> <li>- Stay in target language 90% of class time</li> <li>- Utilize skills of circumlocution</li> <li>- Make sense of new language by using context clues, visual cues and other inferencing skills as well as print and digital resources</li> <li>- Build confidence by taking risks in order to communicate in a supportive and collaborative immersion environment</li> <li>- Apply acquired language skills by engaging in opportunities to communicate in the target language outside of the class</li> <li>- Participate in and appreciate the differences of cultural practices and perspectives around the world</li> </ul>				
	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
	<i>Contemporary Life/ Science and Technology/ Global Challenges</i>		<i>Personal and Public Identities/Families and Communities/ Beauty and Aesthetics</i>	
<b>Theme &amp; Essential Questions</b>	<b><u>Travel and Technology</u></b>	<b><u>Global Studies</u></b>	<b><u>Storytelling</u></b>	<b><u>Cross-Curricular Studies</u></b>
	How can cultural differences influence my perspective? How does my geographical location affect my daily life? How does a minorities' need for accommodations influence cultural practices globally?	How does Deaf culture differ around the world? How do religious practices impact culture? How has Deaf culture evolved with the influences of religion?	How can the appreciation of storytelling influence an individual? How can authentic storytelling improve understanding of cultural practices? How does the historical practice of storytelling influence modern Deaf culture? How does the practice of informal storytelling build proficiency for the use of real world problem solving?	How does education shape an individual? How can cross-curricular studies affect the Deaf world? How can studies across multiple subjects affect the future of a Deaf individual?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpersonal Communication</p>	<p>IH: I can participate with ease and confidence in conversations on familiar topics.                      IH: I can usually talk about events and experiences in various time frames.                      IH: I can usually describe people, places, and things.                      IH: I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>	<p>AL: I can participate in conversations about familiar topics that go beyond my everyday life.                      AL: I can talk in an organized way and with some detail about events and experiences in various time frames.                      AL: I can describe people, places, and things in an organized way and with some detail.                      AL: I can handle a familiar situation with an unexpected complication.</p>	<p>AL: I can participate in conversations about familiar topics that go beyond my everyday life.                      AL: I can talk in an organized way and with some detail about events and experiences in various time frames.                      AL: I can describe people, places, and things in an organized way and with some detail.                      AL: I can handle a familiar situation with an unexpected complication.</p>	<p>AL: I can participate in conversations about familiar topics that go beyond my everyday life.                      AL: I can describe people, places, and things in an organized way and with some detail.                      AM: I can talk in detail and in an organized way about events and experiences in various time frames.                      AM: I can share my point of view in discussions on some complex issues.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretive Communication</p>	<p>AL: I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.                      AL: I can follow stories and descriptions of some length and in various time frames.                      AL: I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed</p>	<p>AL: I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.                      AL: I can follow stories and descriptions of some length and in various time frames.                      AL: I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>	<p>AH: I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest.                      AH: I can follow stories and descriptions of some length and in various time frames.</p>	<p>AH: I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest.                      AH: I can follow stories and descriptions of some length and in various time frames.</p>

<p>Presentational Communication</p>	<p>IM: I can make presentations on a wide variety of familiar topics using connected sentences. IH: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</p>	<p>IH: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. IH: I can make presentations on some events and experiences in various time frames.</p>	<p>IH: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. IH: I can make presentations on some events and experiences in various time frames.</p>	<p>AL: I can deliver organized presentations appropriate to my audience on a variety of topics. AL: I can present information about events and experiences in various time frames.</p>
<p>Assessment: Performance Towards Proficiency</p>	<ul style="list-style-type: none"> <li>• Required district integrated performance assessments (IPA)</li> <li>• Linguafolio</li> <li>• Student self-assessments through Can-Do statement checklists</li> <li>• Teacher assessments towards proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Required district integrated performance assessments (IPA)</li> <li>• Linguafolio</li> <li>• Student self-assessments through Can-Do statement checklists</li> <li>• Teacher assessments towards proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Required district integrated performance assessments (IPA)</li> <li>• Linguafolio</li> <li>• Student self-assessments through Can-Do statement checklists</li> <li>• Teacher assessments towards proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Required district integrated performance assessments (IPA)</li> <li>• Linguafolio</li> <li>• Student self-assessments through Can-Do statement checklists</li> <li>• Teacher assessments towards proficiency</li> </ul>

\*\*Note: ASL III and ASL III (AA) are differentiated by the following aspects:

**ASL III (AA):**

Students are expected to perform at a sustained level of proficiency in all situations.

Students are expected to consistently perform at a high level of interpersonal skills.

Students are expected to complete coursework outside of class.

Students are expected to practice ASL outside of class to continually build proficiency and prepare for the upcoming challenges of ASL IV and the American Sign Language Proficiency Interview (ASLPI exam).

Higher level proficiency rubrics will be used for assessment.