

<i>By the end of the year, students are expected to perform at the intermediate low (IL) to intermediate mid (IM) level of proficiency.</i>				
Student Habits and Enduring Skills:				
<ul style="list-style-type: none"> - Set personal goals and monitor progress toward proficiency with a goal of functional use of the target language - Stay in target language 90% of class time - Utilize skills of circumlocution - Make sense of new language by using context clues, visual cues and other inferencing skills as well as print and digital resources - Build confidence by taking risks in order to communicate in a supportive and collaborative immersion environment - Apply acquired language skills by engaging in opportunities to communicate in the target language outside of the class - Participate in and appreciate the differences of cultural practices and perspectives around the world 				
	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
	<i>Personal and Public Identities/Families and Communities/ Beauty and Aesthetics</i>		<i>Contemporary Life/ Science and Technology/ Global Challenges</i>	
Theme & Essential Questions	<u>Life Applications</u> How does socioeconomic status and education affect an individual? How does financial intelligence affect daily life? How does a minority group obtain equality with the majority? What are the functions of language and communication and how do they impact a society?	<u>Unique aspects of ASL as a language</u> How can risk-taking impact language acquisition? In what ways do art, language, and culture influence each other? How does spatial awareness determine semantics? How can personal identity and culture be reflected in food and clothing?	<u>Deaf Culture and Technology: Past Impact and Future Implications</u> How does personal history affect identity? What contributes to the sustainability of Deaf culture? What are the cultural implications of technological advances? How do we breakdown common misconceptions?	<u>The Integration of Languages and Cultures</u> What are the struggles of a minority group within a minority culture? What role does media play in culture and how can it influence other cultures? How can ownership and acquisition of language be modeled through creativity?
	Interpersonal Communication	NH: I can communicate and exchange Information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. NH: I can usually handle short social interactions in everyday situations by asking and answering simple questions. IL: I can participate in conversations on a number of familiar topics sing simple sentences. IL: I can handle short social interactions in everyday situations by asking and answering simple questions.	IL: I can participate in conversations on a number of familiar topics using simple sentences. IL: I can handle short social interactions in everyday situations by asking and answering simple questions. IM: I can participate in conversations on familiar topics using sentences and series of sentences. IM: I can handle short social interactions in everyday situations by asking and answering a variety of questions. IM: I can usually say what I want to say about myself and my everyday life.	IM: I can participate in conversations on familiar topics using sentences and series of sentences. IM: I can handle short social interactions in everyday situations by asking and answering a variety of questions. IM: I can usually say what I want to say about myself and my everyday life.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretive Communication</p>	<p>IL: I can understand the main idea in short, simple messages and presentations on familiar topics. IL: I can understand the main idea of simple conversations that I overhear.</p>	<p>IM: I can understand the main idea in short, simple messages and presentations on a variety of topics related to everyday life and personal interests and studies. IM: I can understand the main idea of simple conversations that I overhear.</p>	<p>IH: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. IH: I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. IH: I can sometimes follow what I hear about events and experiences in various time frames.</p>	<p>IH: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. IH: I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. IH: I can sometimes follow what I hear about events and experiences in various time frames. 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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Presentational Communication</p>	<p>NH: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p>IL: I can present information on most familiar topics using a series of simple sentences.</p>	<p>IL: I can present information on most familiar topics using a series of simple sentences. IM: I can make presentations on a wide variety of familiar topics using connected sentences.</p>	<p>IM: I can make presentations on a wide variety of familiar topics using connected sentences.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessment: Performance Towards Proficiency</p>	<ul style="list-style-type: none"> • Required district integrated performance assessments (IPA) • Student self-assessments through Can-Do statement checklists • Teacher assessments towards proficiency 	<ul style="list-style-type: none"> • Required district integrated performance assessments (IPA) • Student self-assessments through Can-Do statement checklists • Teacher assessments towards proficiency 	<ul style="list-style-type: none"> • Required district integrated performance assessments (IPA) • Student self-assessments through Can-Do statement checklists • Teacher assessments towards proficiency 	<ul style="list-style-type: none"> • Required district integrated performance assessments (IPA) • Student self-assessments through Can-Do statement checklists • Teacher assessments towards proficiency