

<b><i>By the end of the year, students are expected to perform at the advanced mid (AM) to advanced high (AH) 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>	
Theme & Essential Questions	<b><u>Storytelling Productions for the Deaf Community</u></b>	<b><u>Conceptual ASL in Education</u></b>	<b><u>ASL in the Workplace</u></b>	<b><u>Personalized Studies in ASL</u></b>
	How can storytelling influence the Deaf community? How can authentic storytelling further awareness of Deaf cultural practices? How can various issues in the Deaf community impact the creation of an ASL production? How does the conceptually accurate use of ASL influence the impact of a production?	How can conceptual accuracy influence the development of language in regard to ASL? How can the influence of ASL impact the perspectives of Deaf education around the globe? How does conceptually accurate interpretations of ASL impact Deaf education?	What influences can ASL have on the workplace globally? How can evolving technology impact ASL as a language in the workplace? What significant differences are present in teaching a native language learner vs. a second language learner?	What impact can ASL have on your individual future? How can the functions and uses of ASL impact your future? How does the study of ASL in the workplace affect your personal identity? How do current media trends impact ASL/Deaf community? What differences exist in frozen texts and how do you show them in ASL?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpersonal Communication</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.                      AL: I can handle a familiar situation with an unexpected complication.                      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>AL: I can handle a familiar situation with an unexpected complication.                      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.                      AM: I can express myself fully, not only on familiar topics, but also on some concrete, social, academic, and professional topics.</p>	<p>AM: I can share my point of view in discussions on some complex issues.                      AM: I can express myself fully, not only on familiar topics, but also on some concrete, social, academic, and professional topics.                      AM: I can confidently handle a routine situation with an unexpected complication.                      AH: I can usually support my opinion and develop hypothesis on topics of particular interest or personal expertise.</p>	<p>AM: I can confidently handle a routine situation with an unexpected complication.                      AH: I can usually support my opinion and develop hypothesis on topics of particular interest or personal expertise.                      AH: I can express myself freely and spontaneously, and for the most part accurately on concrete topics and on most 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 understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.                      AM: I can follow stories and descriptions of some length and in various time frames.</p>	<p>AM: I can follow stories and descriptions of some length and in various time frames.                      AM: 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 easily follow narrative, information, and descriptive speech.</p>	<p>AM: I can follow stories and descriptions of some length and in various time frames.                      AM: 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 easily follow narrative, information, and descriptive speech.</p>

Presentational Communication	<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>AL: I can deliver organized presentations appropriate to my audience on a variety of topics.                  AM: I can present detailed information about events and experiences in various time frames.</p>	<p>AM: I can deliver well-organized presentations on concrete social, academic, and professional topics.                  AM: I can present detailed information about events and experiences in various time frames.</p>	<p>AH: I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interest and some special fields of expertise.</p>
Assessment: Performance Towards Proficiency	<ul style="list-style-type: none"> <li>• Required district integrated performance assessments (IPA)</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>• 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>• 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>• 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 IV (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 for the American Sign Language Proficiency Interview (ASLPI exam).

Higher level proficiency rubrics will be used for assessment.