

<i>By the end of the year, students are expected to perform at the novice mid (NM) to novice high (NH) 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
Theme & Essential Questions	<i>Personal and Public Identities/Families and Communities/ Beauty and Aesthetics</i>		<i>Contemporary Life/ Science and Technology/ Global Challenges</i>	
	<p><u>Foundations of ASL</u> Who am I? What do I like and dislike? What defines a family? What defines a friend? How does a language form and become adopted by a people group?</p>	<p><u>Success in the Deaf community</u> How are we defined by society? How does that affect our perspectives of ourselves? What is success? How do different societies define success?</p>	<p><u>Numerical Incorporation and Habituality</u> How do different cultures react to and accept to children with disabilities? How does technology impact the lives of individuals? How do I value time? What are familiar careers?</p>	<p><u>Components for ASL Grammar</u> How do I express myself as an individual in society? What does clothing tell about us and others? How are my travel experiences different from others? How do I as an individual respect the rights of minorities?</p>
Interpersonal Communication	<p>NL: I can communicate on some very familiar topics using single signs and phrases that I have practiced and memorized. NM: I can communicate on very familiar topics using a variety of signs and phrases that I have practiced and memorized. NL: I can visually respond to information given. NL: I can recognize and use NMMs in questioning.</p>	<p>NM: I can communicate on very familiar topics using a variety of signs and phrases that I have practiced and memorized. NL: I can restate a question to seek clarification. NM: I can visually respond to information given. NM: I can recognize and use NMMs in questioning.</p>	<p>NM: I can communicate on very familiar topics using a variety of signs and phrases that I have practiced and memorized. NM: I can restate a question to seek clarification. NM: I can visually respond to information given. NH: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. NH: I can recognize and use NMMs in questioning.</p>	<p>NM: I can communicate on very familiar topics using a variety of signs and phrases that I have practiced and memorized. NH: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. IL: I can recognize and use NMMs in questioning.</p>

The following resources were used in the development of Clear Creek ISD's curriculum guides for World Languages and Cultures: Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English, the College Board's course themes for world languages, and the American Council on the Teaching of Foreign Languages Proficiency Guidelines, Performance Descriptors, and Can-Do Statements.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretive Communication</p>	<p>NL Receptive: I can recognize a few memorized signs and phrases when I see them signed. NM Receptive: I can recognize some familiar words and phrases when I see them signed.</p> <p>NL: I can recognize all letters of the manual alphabet. I can recognize simple finger-spelled words at a slow speed.</p> <p>NL: I can recognize numbers. NL: I can maintain appropriate eye contact when receiving information.</p>	<p>NH Receptive: I can understand words, phrases, and simple sentences related to everyday life. NH Receptive: I can recognize pieces of information and sometimes understand the main topic of what is being said.</p> <p>NM: I can recognize simple finger-spelled words at a medium speed. NM: I can recognize numbers.</p> <p>NM: I can maintain appropriate eye contact when receiving information.</p>	<p>NH Receptive: I can understand words, phrases, and simple sentences related to everyday life. NH Receptive: I can recognize pieces of information and sometimes understand the main topic of what is being said.</p> <p>NH: I can recognize complex finger-spelled words at a slow speed. NH: I can recognize numbers.</p> <p>NH: I can maintain appropriate eye contact when receiving information.</p>	<p>IL Receptive: I can understand the main idea in short, simple messages and presentations on familiar topics. IL Receptive: I can understand the main idea of simple conversations that I overhear.</p> <p>NH: I can recognize complex finger-spelled words at a medium speed. NH: I can recognize numbers.</p> <p>IL: I can maintain appropriate eye contact when receiving information.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presentational Communication</p>	<p>NL: I can present information about myself and some other very familiar topics using single signs or memorized phrases. NM: I can present information about myself and some other very familiar topics using a variety of signs, phrases, and memorized expressions. NL: I can sign lists and memorized phrases on familiar topics. NL: I can maintain appropriate eye contact when presenting information.</p>	<p>NM: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. NL: I can sign lists and memorized phrases on familiar topics. NM: I can maintain appropriate eye contact when presenting information.</p>	<p>NM: I can present information about myself and some other very familiar topics using a variety of signs, phrases, and memorized expressions. NM: I can sign lists and memorized phrases on familiar topics. NH: I can maintain appropriate eye contact when presenting information.</p>	<p>NM: I can present information about myself and some other very familiar topics using a variety of signs, phrases, and memorized expressions. NM: I can present basic information on familiar topics using language I have practiced. NM: I can sign lists and memorized phrases on familiar topics. IL: I can maintain appropriate eye contact when presenting information.</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) • Linguafolio • Student self-assessments through Can-Do statement checklists • Teacher assessments towards proficiency 	<ul style="list-style-type: none"> • Required district integrated performance assessments (IPA) • Linguafolio • Student self-assessments through Can-Do statement checklists • Teacher assessments towards proficiency 	<ul style="list-style-type: none"> • Required district integrated performance assessments (IPA) • Linguafolio • Student self-assessments through Can-Do statement checklists • Teacher assessments towards proficiency 	<ul style="list-style-type: none"> • Required district integrated performance assessments (IPA) • Linguafolio • Student self-assessments through Can-Do statement checklists • Teacher assessments towards proficiency

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