



American Sign Language II

Course Information

Grade(s):	10, 11, 12
Discipline/Course:	World Language
Course Title:	American Sign Language II
Prerequisite(s):	American Sign Language I
Course Description: <i>Program of Studies</i>	<p>In Level II, learners will continue to develop basic language skills and to increase their awareness of the target culture. The learner in level II will:</p> <ul style="list-style-type: none"> ● communicate and exchange information on familiar topics using phrases and simple sentences. ● handle short interactions by asking and answering simple questions. ● understand words, phrases and formulaic language that has been memorized in order to get meaning of the main idea and a few supporting details from simple, highly predictable texts. ● understand the main idea and some specific information when watching short, routine conversations and simple announcements and reports. ● make basic inferences based on background and prior knowledge. ● sign lists and short messages producing a series of sentences.
Course Essential Questions:	<ul style="list-style-type: none"> ● What makes city life unique? ● What do we really need? ● What does it mean to maintain a balanced lifestyle? ● What makes a person a hero?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Cities create opportunities and also challenges for those living in a city as well as those visiting. ● The media impacts our perception of what we really need. ● Consumerism influences and affects our environment. ● Achieving and maintaining a balanced lifestyle is determined by a variety of factors. ● There are traits common to all heroes and some traits that are influenced by culture.
Duration:	1 Year / 2 semesters

Level:	Elective
Course Materials/Resources:	Due to the visual nature of the course, there is no textbook associated with it. Units materials will be compiled using a variety of resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM
FPS Course Academic Expectation(s):	<p>Synthesizing and Evaluating: The student analyzes and interprets text, phenomena, or strategies to critically evaluate and synthesize information.</p> <p>Conveying Ideas: The student expresses ideas clearly and effectively for the intended purpose and specific Audience.</p>
Year at a Glance (Units):	<p>Unit 1: Life in the City</p> <p>Unit 2: Responsible Consumerism</p> <p>Unit 3: Health and Wellness</p> <p>Unit 4: Heroes</p>

Unit Number and Title:	Unit 1 - Life in the City
Unit Overview:	Learners will navigate their way through a city to determine what makes a city special and discuss issues that cities face.
Duration	10 weeks
Resource(s):	See general course materials
Learning Goals	
Standard(s):	<p>World Readiness Standards 2015</p> <p>Communication - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <p><i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><i>Presentational Communication:</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures - Interact with cultural competence and understanding.</p> <p><i>Relating Cultural Practices to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><i>Relating Cultural Products to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>

	<p>Connections - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p><i>Making Connections:</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><i>Acquiring Information and Diverse Perspectives:</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>Comparisons - Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><i>Language Comparisons:</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p><i>Cultural Comparisons:</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p><i>School and Global Communities:</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p><i>Lifelong Learning:</i> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>
Essential Question(s):	What makes city life unique?

Enduring Understanding(s):	Cities create opportunities and also challenges for those living in a city as well as those visiting.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	Students will know and be able to: <ul style="list-style-type: none"> ● identify businesses, services, parks, etc within a city. ● describe the purpose(s) of various businesses, etc. ● locate businesses, parks, etc on a map. ● ask for and give basic directions from one point to another within a city. ● examine what makes a city special. ● compare cities around the world to identify common and different elements. ● investigate specific issues certain cities face (e.g. pollution, preservation, etc.) ● suggest ways for cities to address issues facing them.

Unit Number and Title:	Unit 2 - Responsible Consumerism
Unit Overview:	Learners will define the meaning of responsible consumerism in order to understand what is required to maintain a healthy environment. They will also investigate how the media influences our perspective and how our habits have impacted the environment. In addition, learners will consider ways to address the issues related to consumerism.
Duration	9 weeks
Resource(s):	See general course materials
Learning Goals	
Standard(s):	<p>World Readiness Standards 2015</p> <p>Communication - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <p><i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><i>Presentational Communication:</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures - Interact with cultural competence and understanding.</p> <p><i>Relating Cultural Practices to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons - Develop insight into the nature of language and culture in order to interact with cultural competence.

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Essential Question(s):	What do we really need?
Enduring Understanding(s):	The media impacts our perception of what we really need. Consumerism influences and affects our environment.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	Students will know and be able to: <ul style="list-style-type: none"> ● define responsible consumerism. ● list items that are needed to maintain a healthy environment. ● name products that we buy but that do not support maintaining a healthy environment. ● describe how the media influences what we want and what we buy. ● compare and contrast the use of media. ● discuss how consumerism affects our environment. ● explore how past habits have compromised our world. ● compare how different people address consumerism. ● determine what we can do to practice responsible consumerism.

Unit Number and Title:	Unit 3 - Health and Wellness
Unit Overview:	Learners will examine their own lifestyles and those of their peers to determine what constitutes a balanced lifestyle.
Duration	10 weeks
Resource(s):	See general course materials
Learning Goals	
Standard(s):	<p>World Readiness Standards 2015</p> <p>Communication - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <p><i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><i>Presentational Communication:</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures - Interact with cultural competence and understanding.</p> <p><i>Relating Cultural Practices to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><i>Relating Cultural Products to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>

	<p>Connections - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p><i>Making Connections:</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><i>Acquiring Information and Diverse Perspectives:</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>Comparisons - Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><i>Language Comparisons:</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p><i>Cultural Comparisons:</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p><i>School and Global Communities:</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p><i>Lifelong Learning:</i> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>
Essential Question(s):	What does it mean to maintain a balanced lifestyle?

Enduring Understanding(s):	Achieving and maintaining a balanced lifestyle is determined by a variety of factors.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	Students will know and be able to: <ul style="list-style-type: none"> ● identify what elements are considered part of a balanced lifestyle. ● explore health and wellness websites to determine what constitutes a balanced lifestyle. ● discuss how personal and cultural values influence the meaning of “balanced lifestyle.” ● explore habits that lead to a healthy lifestyle. ● compare and contrast the concept of a healthy diet. ● analyze the impact of the media on lifestyle and diet. ● compare the lifestyles of young adults regarding a balanced lifestyle. ● research what is being done to encourage a balanced lifestyle. ● offer suggestions on how and why to maintain a healthy lifestyle.

Unit Number and Title:	Unit 4 - Heroes
Unit Overview:	Learners will identify heroes and will discuss the traits of heroes and will explore how these figures are represented and the role they play and have played in our community.
Duration	9 weeks
Resource(s):	See general course materials
Learning Goals	
Standard(s):	World Readiness Standards 2015
Communication	<p>Communication - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <p><i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><i>Presentational Communication:</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures - Interact with cultural competence and understanding.</p> <p><i>Relating Cultural Practices to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><i>Relating Cultural Products to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>
Cultures	
Connections	

	<p>Connections - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p><i>Making Connections:</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><i>Acquiring Information and Diverse Perspectives:</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>Comparisons - Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><i>Language Comparisons:</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p><i>Cultural Comparisons:</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p><i>School and Global Communities:</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p><i>Lifelong Learning:</i> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>
Essential Question(s):	What makes a person a hero?

Enduring Understanding(s):	There are traits common to all heroes and some traits that are influenced by culture.
Learning Goal(s): <i>Learners will be able to use their learning to:</i> (Content/ Skills)	Students will know and be able to: <ul style="list-style-type: none"> ● identify local and national heroes as well as personal heroes. ● discuss common characteristics of our heroes. ● investigate heroes in the deaf community. ● examine how one's past influences who they become. ● explore heroes in cartoons and other media. ● explore how comic strips are used and how the values of a society are reflected in them. ● examine what characteristics heroic cartoon characters possess. ● examine what characteristics are important for our future global leaders and for each individual. ● create a comic containing a person, national,, or international hero or heroine.