

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Department	World Languages			Course Title	American Sign Language 2AB		
Course Code	G0370-G0371		Grade Level	9-12		Course Length	1 year (2 semesters)
Credits/Semester	5	Required for Graduation		No		Credit	Yes (Humanities)
Prerequisites	American Sign Language I and teacher recommendation						
Community College Articulation			Name of College				
UC/CSU Articulation			Name of University				
Meets UC/CSU “a-g” Requirement		e-Language Other than English	Meets NCAA Requirement			Honors Grading Differentiation	no

COURSE DESCRIPTION

The purpose of ASL II is to give students the ability to function in real-life situations that they may encounter in an environment that includes deaf or hearing impaired individuals. Students will learn to communicate about themselves, their families, and their friends; they will communicate about locating things around the house; complaining and making requests; talking about life events, nationalities and family histories; describing objects; talking about the weekend. They will learn the appropriate signs to use in a variety of social interactions. They will also be exposed to the language and cultural behaviors of ASL and develop conversational skills confirming and correcting information; opening and closing conversations; asking for clarification; agreeing, declining and using appropriate response behaviors. They will learn the appropriate ways of getting and directing attention in various situations, controlling the pace of conversation, resuming the previous topic of conversation, and getting help with the spelling of names.

GOALS: (Expected performance outcomes for students)

- Understand and use about 500 words of sign language, including structure, in a large range of situations at a slow to moderate rate.
- Demonstrate receptive and expressive skills of fingerspelling with correct placement and rhythm.
- Describe the audiological, educational, social and communicative aspects of the deaf and hearing-impaired.
- Demonstrate an increased awareness of the subculture of the deaf community, including historical perspectives, current trends, philosophies, and ideologies.
- Begin interpreting spoken conversation.

California Content Standards

Foreign languages and our ability to use them can be an effective instrument for international understanding. The World Languages program is dedicated to providing a comprehensive, competitive program for language learners that integrates the California State Standards for the Teaching Profession:

Content – Language user address a wide variety of topics that are age and state appropriate. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity from stage to stage on the Language Learning Continuum.

Communication – Real-World communication occurs in a variety of ways. It may be **interpersonal** in which culturally appropriate listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be **interpretive** in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational** in which speaking, signing, and writing occur in culturally appropriate ways.

Cultures – Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Structures – The *World Language Content Standards* use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire **orthography**, the writing systems in languages that have them; **phonology**, the sound systems of language or parameters in ASL; **morphology**, the rules for word formation; **syntax**, the principles of sentence structure; **semantics**, language-based meaning systems; and **pragmatics**, meaning systems connected to language use.

Settings – Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to: benchmark test results, final exams, end-of-unit tests, quizzes, homework, classwork, notebooks, portfolios, authentic performance assessments, and written assessments using departmentalized rubrics. District-wide benchmark assessments will be assessed using the following chart:

Performance Standards - Benchmark Assessments				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A
0-29%	30-43%	44-63%	64-77%	78-100%

Course Outline

Chapter 13	ASL 2				
	Key Terms	Standards*		Model Tasks	Tools & Text
• Locating things around the house	• Locations in a room • Handshape stories • Numbers 101-109 and counting by hundreds	- <u>Content</u> – Stage II – 2.1 d,g,m,n - <u>Communication</u> - Stage II – all - <u>Cultures</u> – Stage II – all - <u>Structures</u> – Stage II - 2.0, 2.1 - <u>Settings</u> Stage II - 2.0, 2.1		• Describe a room • Locating small objects in a room • Using classifiers to tell locations • Mini-dialogues • Number practice	<u>Signing Naturally</u> , Dawn Sign Press, San Diego <u>Basic Course in ASL</u> , T.J. Publishers, Silver Springs, MD.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes, “second chance” teacher-monitored test correction (before grading) , partner test.			
	Extension – for high achieving students. (Required activities for all honors courses).	Content: History, Audiology, Current trends, Cultural issues, cross-curricular selected topics. Process: Culturally-based reading selections regarding the deaf community. Product: Presentations, projects, performances.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review. Benchmark tests: Chapter tests, midterm, final exam. Summative Assessments: Research papers, midterm and final exams.				

Chapter 14	ASL 2				
	Key Terms	Standards*		Model Tasks	Tools & Text
Complaining,	Temporal Aspects	- <u>Content</u> – Stage II – 2.1 a, b, d,		Use receptive skills when watching video of deaf people	Signing Naturally, Dawn Sign Press,

Making suggestions and requests	• Spatial Agreement • Clock numbers	g, h, l, k, - <u>Communication</u> - Stage II – all - <u>Cultures</u> – Stage II – all - <u>Structures</u> – Stage II - 2.0, 2.1 - <u>Settings</u> Stage II - 2.0, 2.1		• Use receptive skills when watching video of signers using inflection with verbs	San Diego Basic Course in <u>ASL</u> , T.J. Publishers, Silver Springs, MD.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes, “second chance” teacher-monitored test correction (before grading) , partner test.			
	Extension – for high achieving students. (Required activities for all honors courses).	Content: History, Audiology, Current trends, Cultural issues, cross-curricular selected topics. Process: Culturally-based reading selections regarding the deaf community. Product: Presentations, projects, performances.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review. Benchmark tests: Chapter tests, midterm, final exam. Summative Assessments: Research papers, midterm and final exams.				

Chapter15	ASL 2				
	Key Terms	Standards*		Model Tasks	Tools & Text
Exchanging personal information: Life events	Narrating about life events Poetry Numbers 110-119	- Content – Stage II – 2.1 a, b, e, g, h, l, k, n - <u>Communication</u> - Stage II – all - <u>Cultures</u> – Stage II – all - <u>Structures</u> – Stage II - 2.0, 2.1 - <u>Settings</u> Stage II - 2.0, 2.1		Interpret life story of Deaf man on video Make a time line of a deaf person’s like from information given on the video	Signing Naturally, Dawn Sign Press, San Diego San Diego Basic Course in ASL, T.J. Publishers, Silver Springs, MD.
		Content: Present key terms and explanations of concepts and content vocabulary in			

Differentiation	Support -- for students struggling with content	contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes, “second chance” teacher-monitored test correction (before grading) , partner test.
	Extension – for high achieving students. (Required activities for all honors courses).	Content: History, Audiology, Current trends, Cultural issues, cross-curricular selected topics. Process: Culturally-based reading selections regarding the deaf community. Product: Presentations, projects, performances.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review. Benchmark tests: Chapter tests, midterm, final exam. Summative Assessments: Research papers, midterm and final exams.	

Chapter 16	ASL 2				
	Key Terms	Standards*		Model Tasks	Tools & Text
Describing and identifying things	- Describing things around us - Money number signs - Storytelling	<u>Content</u> – Stage II – 2.1 a, b, c, d, e, f, g, h, i, k, l, m, o <u>Communication</u> - Stage II – all <u>Cultures</u> – Stage II – all <u>Structures</u> – Stage II - 2.0, 2.1 <u>Settings</u> Stage II - 2.0, 2.1		- Describe shapes of science tools using classifiers - Use receptive skills to figure out what object the deaf person is describing	<u>Signing Naturally</u> , Dawn Sign Press, San Diego <u>Basic Course in ASL</u> , T.J. Publishers, Silver Springs, MD.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes, “second chance” teacher-monitored test correction (before grading) , partner test.			
	Extension – for high achieving students.	Content: History, Audiology, Current trends, Cultural issues, cross-curricular selected topics.			

	(Required activities for all honors courses).	Process: Culturally-based reading selections regarding the deaf community. Product: Presentations, projects, performances.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review. Benchmark tests: Chapter tests, midterm, final exam. Summative Assessments: Research papers, midterm and final exams.	

Chapter 17	ASL 2				
	Key Terms	Standards*		Model Tasks	Tools & Text
Talking about the weekend	- Narrating about the weekend - Three-digit numbers - Legends	<u>Content</u> – Stage II – 2.1 a, b, d, e, g, i <u>Communication</u> - Stage II – all <u>Cultures</u> – Stage II – all <u>Structures</u> – Stage II - 2.0, 2.1 <u>Settings</u> Stage II - 2.0, 2.1		- Summarize events from deaf person’s stories on the video - Number pract	<u>Signing Naturally</u> , Dawn Sign Press, San Diego <u>Basic Course in ASL</u> , T.J. Publishers, Silver Springs, MD.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes, “second chance” teacher-monitored test correction (before grading) , partner test.			
	Extension – for high achieving students. (Required activities for all honors courses).	Content: History, Audiology, Current trends, Cultural issues, cross-curricular selected topics. Process: Culturally-based reading selections regarding the deaf community. Product: Presentations, projects, performances.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review. Benchmark tests: Chapter tests, midterm, final exam. Summative Assessments: Research papers, midterm and final exams.				

Review Ch. 13-17	ASL 2				
	Key Terms	Standards*		Model Tasks	Tools & Text
Review previous chapters	- Directing and maintaining attention - Controlling pace of conversation - Getting help with spelling of names	- Content – Stage II – 2.1 all - Communication - Stage II – all - Cultures – Stage II – all - Structures – Stage II - 2.0, 2.1 - Settings Stage II - 2.0, 2.1		- Practice asking questions and making statements – then watching how the deaf person does it on the video	Signing Naturally, Dawn Sign Press, San Diego <u>Basic Course in ASL</u> , T.J. Publishers, Silver Springs, MD.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes, “second chance” teacher-monitored test correction (before grading) , partner test.			
	Extension – for high achieving students. (Required activities for all honors courses).	Content: History, Audiology, Current trends, Cultural issues, cross-curricular selected topics. Process: Culturally-based reading selections regarding the deaf community. Product: Presentations, projects, performances.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review. Benchmark tests: Chapter tests, midterm, final exam. Summative Assessments: Research papers, midterm and final exams.				

Chapter 18	ASL 2				
	Key Terms	Standards*		Model Tasks	Tools & Text
Deaf History	- Report on Thomas Gallaudet - History of Laurent Clerc	- Content – Stage II – 2.1 j - Communication - Stage II – all - Cultures – Stage II – all - Structures –		- Describe the time line of ASL from French Sign Language - Read chapter, answer	<u>Signing Naturally</u> , Dawn Sign Press, San Diego <u>Basic Course in ASL</u> , T.J. Publishers, Silver Springs, MD.

	How ASL came into use	Stage II - 2.0, 2.1 - <u>Settings</u> Stage II - 2.0, 2.1		questions Internet research	
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes, “second chance” teacher-monitored test correction (before grading) , partner test.			
	Extension – for high achieving students. (Required activities for all honors courses).	Content: History, Audiology, Current trends, Cultural issues, cross-curricular selected topics. Process: Culturally-based reading selections regarding the deaf community. Product: Presentations, projects, performances.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review. Benchmark tests: Chapter tests, midterm, final exam. Summative Assessments: Research papers, midterm and final exams.				

Chapter 19	ASL 2				
	Key Terms	Standards*		Model Tasks	Tools & Text
Performance Projects	- Sign a song - Tell a children’s story in ASL - Create an ASL game	- <u>Content</u> – Stage II – 2.1 all - <u>Communication</u> - Stage II – 2.3 - <u>Cultures</u> – Stage II – all - <u>Structures</u> – Stage II - 2.0, 2.1 - <u>Settings</u> Stage II - 2.0, 2.1		Create on of the three choices and perform in front of the class	<u>Signing Naturally</u> , Dawn Sign Press, San Diego <u>Basic Course in ASL</u> , T.J. Publishers, Silver Springs, MD.
	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding			

Differentiation		and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes, “second chance” teacher-monitored test correction (before grading) , partner test.
	Extension – for high achieving students. (Required activities for all honors courses).	Content: History, Audiology, Current trends, Cultural issues, cross-curricular selected topics. Process: Culturally-based reading selections regarding the deaf community. Product: Presentations, projects, performances.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review. Benchmark tests: Chapter tests, midterm, final exam. Summative Assessments: Research papers, midterm and final exams.	

Chapter 20	ASL2				
	Key Terms	Standards*		Model Tasks	Tools & Text
Re-search Cochlear Implants and affect on Deaf community	- Knowledge of Cochlear Implant Procedure - Deaf community's feelings about implant	- Content – Stage II – 2.1 all - Communication - Stage II – all - Cultures – Stage II – all - Structures – Stage II - 2.0, 2.1 - Settings Stage II - 2.0, 2.1		- Answer worksheets about Cochlear Implant - Present debates for and against implant surgery - Watch videos of deaf community commenting about implant surgery	Signing Naturally, Dawn Sign Press, San Diego <u>Basic Course in ASL</u> , T.J. Publishers, Silver Springs, MD.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes, “second chance” teacher-monitored test correction (before grading) , partner test.			
	Extension – for high achieving students. (Required activities for all honors courses).	Content: History, Audiology, Current trends, Cultural issues, cross-curricular selected topics. Process: Culturally-based reading selections regarding the deaf community. Product: Presentations, projects, performances.			

Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review.
	Benchmark tests: Chapter tests, midterm, final exam.
	Summative Assessments: Research papers, midterm and final exams.

Chapter 21	ASL 2				
	Key Terms	Standards*		Model Tasks	Tools & Text
• Create own Instructional video	• Use one of the chapters from this year to create signing instructional video for class to use	- <u>Content</u> – Stage II – 2.1 all - <u>Communication</u> - Stage II – 2.3 - <u>Cultures</u> – Stage II – all - <u>Structures</u> – Stage II - 2.0, 2.1 - <u>Settings</u> Stage II - 2.0, 2.1		• Video can consist of a quiz, puzzle, workshop, or dialogue using the key terms from units 13-17	<u>Signing Naturally</u> , Dawn Sign Press, San Diego <u>Basic Course in ASL</u> , T.J. Publishers, Silver Springs, MD.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes, “second chance” teacher-monitored test correction (before grading) , partner test.			
	Extension – for high achieving students. (Required activities for all honors courses).	Content: History, Audiology, Current trends, Cultural issues, cross-curricular selected topics. Process: Culturally-based reading selections regarding the deaf community. Product: Presentations, projects, performances.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review. Benchmark tests: Chapter tests, midterm, final exam. Summative Assessments: Research papers, midterm and final exams.				