

American Sign Language II Cover Sheet

Content Area: **World Languages**
Course(s):
Time Period:
Length: **Full Year Course (5.0 Credits)**
Status: **Awaiting Review**

Course Information

American Sign Language II

5.0 Credits

Grades 9-12

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Course Overview

Students enrolled in this course will be introduced to American Sign Language (ASL) and Deaf Culture. Using teacher-led video lessons, group projects, discussion boards and self-recorded video assessments, students will be prepared to engage in conversations within the Deaf Community. During the full year course (four semesters), students will learn vocabulary terms for general topics including, but not limited to: the weather, sports, cities, animals, and technology. Along with vocabulary terms, students will develop correct grammatical and sentence structure as well as convey proper facial expression and body language while signing. Lastly, students will gain a clear understanding of the Deaf community by engaging in current research of prominent Deaf People, accessibility, and Deaf education history. At the completion of this course, students will have the tools necessary to successfully participate in an American Sign Language conversation.

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Unit 1: Daily Routines, Using Numbers & Classifiers

Content Area: **World Languages**

Course(s):

Time Period: **1st Marking Period**

Length: **4-5 weeks**

Status: **Not Published**

Section Title

Summary of the Unit

This unit expands on the information learned in ASL I by introducing signs relating numbers, including but not limited to time of day, age, and milestones. Students will practice describing things by using classifiers, locatives and reality rules. During this unit students will practice ASL sentence structure while incorporating numerical time into conversation. Students will learn about Deaf culture and notable Deaf persons.

Essential Questions

- How was Deaf education first introduced in the United States?
- What is the Milan Conference and how did it affect the Deaf community?
- Who is Thomas Gallaudet and how is he connected to the Deaf community?

Enduring Understandings

Using descriptors, learning new vocabulary, and practicing sentence structure in ASL will allow students to easily communicate with members of the Deaf community. The integration of Deaf culture into the lessons for unit 9 will expose students to the people who make up the Deaf community and those who have made a name for themselves, whether they are artists, athletes, or educators.

Summative Assessment and/or Summative Criteria

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities and group projects as well as an end of unit test.

Resources

Proximity Learning

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
1-2 weeks for each lesson	<p>SWBAT sign their daily routine, daily activities, and tell time.</p> <p>SWBAT incorporate time in proper ASL sentence structure.</p> <p>SWBAT describe the history of Deaf Education in the United States and discuss the events of the Milan Conference.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

		Collaborative projects	
1-2 weeks for each lesson	<p>SWBAT use questions and statements to communicate a person's age and life events.</p> <p>SWBAT describe the impact Thomas Gallaudet had on the Deaf community.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

		<p>Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	
1-2 weeks for each lesson	SWBAT to describe things using classifiers, locatives, and reality rules.	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p> <p>Unit Test</p>

Standards

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences or topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s)
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s). Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Suggested Modifications for Special Education, ELL and Gifted Students

Allow for more time on assessments and assignments (consistent with individual plans)

Modified test/quizzes/worksheets/written assignments (consistent with individual plans)

Preferential Seating (consistent with individual plans)

Peer liason

Visual Aids

Pre-teach key vocabulary and concepts.

Provide opportunities for peer collaboration and language practice

Provide other outside sources (media, content, community) for further study that are thematic in nature

Provide opportunities for independent research and exploration.

Allow for student-led projects and presentations.

Provide opportunities for leadership and mentorship in group activities.

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

Suggested Technological Innovations/Use

Students will utilize technology to create recordings of themselves using American Sign Language.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Unit 2: Schedules, Frequencies and Requests

Content Area: **World Languages**

Course(s):

Time Period: **1st Marking Period**

Length: **4-5 weeks**

Status: **Not Published**

Summary of the Unit

This unit includes lessons on grammar, vocabulary and Deaf musicians. Students will be able to discuss their schedule, make requests, and describe the action of a subject. Students will recognize different grammar rules for American Sign Language.

Enduring Understandings

The practice of making and receiving requests in ASL will enhance the student's ability to communicate their needs when in conversation with a Deaf person. Learning about Deaf musicians will provide a deeper understanding of the Deaf culture and shine a light on the advancements made in music over time.

Essential Questions

- Who are two Deaf musicians?
- What is a classifier and why is it important in ASL sentence structure?

Summative Assessment and/or Summative Criteria

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities, group projects and/or a unit test.

Resources

Proximity Learning.

Unit Plan

In this section you may fill in this table or delete it and paste your own.

THEN you will associate your standards by selecting the "standards" tab above, clicking "associate standards" and selecting your standards for this unit from the list.

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
1-2 Weeks	SWBAT talk about their daily schedule.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

1-2 Weeks	<p>SWBAT utilize inflecting verbs while making a request.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 Weeks	<p>SWBAT describe the action of a subject using semantic classifiers, descriptive classifiers, and locatives.</p> <p>SWBAT identify two well</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

	known Deaf Musicians.	Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	Unit Test
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Standards

WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.

Suggested Modifications for Special Education, ELL and Gifted Students

Allow for more time on assessments and assignments (consistent with individual plans)

Modified test/quizzes/worksheets/written assignments (consistent with individual plans)

Preferential Seating (consistent with individual plans)

Peer liason

Visual Aids

Pre-teach key vocabulary and concepts.

Provide opportunities for peer collaboration and language practice

Provide other outside sources (media, content, community) for further study that are thematic in nature

Provide opportunities for independent research and exploration.

Allow for student-led projects and presentations.

Provide opportunities for leadership and mentorship in group activities.

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

Suggested Technological Innovations/Use

Students will utilize technology to create recordings of themselves using American Sign Language.

Cross Curricular/21st Century Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Unit 3: Food, Money and Negatives

Content Area: **World Languages**
Course(s):
Time Period: **2nd Marking Period**
Length: **4-5 weeks**
Status: **Published**

Summary of the Unit

This unit introduces students to vocabulary related to food, shopping, and money. Students will learn how to use negatives in a sentence and will continue to use classifiers to make descriptions. Students will learn about various filmmakers and actors who are part of the Deaf community.

Enduring Understandings

The introduction of vocabulary related to food, shopping and money will allow students to use American Sign Language outside of the classroom.

Essential Questions

- How do classifiers help in describing types of food?
- How does signing numbers for money and time differ from each other?

Summative Assessment and/or Summative Criteria

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities, group projects and/or an end of unit test.

Resources

Proximity Learning.

Supplemental video lessons.

Unit Plan

In this section you may fill in this table or delete it and paste your own.

THEN you will associate your standards by selecting the "standards" tab above, clicking "associate standards" and selecting your standards for this unit from the list.

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
1-2 weeks	SWBAT create a list of food from the grocery store using ASL.	May include: Direct instruction: video demonstration	May include: Comprehension check: Multiple Choice Questions

	<p>SWBAT identify Deaf Filmmakers and actors.</p>	<p>and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	<p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 weeks	<p>SWBAT use negatives including “can’t” and “none” in a sentence.</p> <p>SWBAT describe items using classifiers indicating the thickness, width and depth of an object.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

		Individual & group presentations	
		Collaborative projects	
1-2 weeks	SWBAT use and recognize the vocabulary signs for money.	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p> <p>Unit test</p>

WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

Suggested Modifications for Special Education, ELL and Gifted Students

Allow for more time on assessments and assignments (consistent with individual plans)

Modified test/quizzes/worksheets/written assignments (consistent with individual plans)

Preferential Seating (consistent with individual plans)

Peer liason

Visual Aids

Pre-teach key vocabulary and concepts.

Provide opportunities for peer collaboration and language practice

Provide other outside sources (media, content, community) for further study that are thematic in nature

Provide opportunities for independent research and exploration.

Allow for student-led projects and presentations.

Provide opportunities for leadership and mentorship in group activities.

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

Suggested Technological Innovations/Use

Students will utilize technology to create recordings of themselves using American Sign Language.

Cross Curricular/21st Century Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Unit 4: Technology and Address Lists

Content Area: **World Languages**
Course(s):
Time Period: **2nd Marking Period**
Length: **4-5 weeks**
Status: **Not Published**

Summary of the Unit

This unit will introduce the signs for technology devices, including vocabulary for computer programs, cell phones and televisions. Students will learn how to share information on phone numbers, addresses, emails and websites. Students will learn about well known Deaf performers.

Enduring Understandings

Creating videos and practicing the vocabulary they have learned in the previous units will enhance their confidence in holding a conversation in American Sign Language. Students will have the opportunity to connect with other students and teachers who will interact with them through video messages. Using terms for computer programs, cell phones and televisions will allow students to expand their conversation skills.

Essential Questions

- Can you identify 3 Deaf performers?
- What are some examples of negation signs?

Summative Assessment and/or Summative Criteria

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities, group projects and/or end of unit test.

Resources

Proximity Learning.

Supplemental video lessons.

Unit Plan

In this section you may fill in this table or delete it and paste your own.

THEN you will associate your standards by selecting the "standards" tab above, clicking "associate standards" and selecting your standards for this unit from the list.

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
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1-2 weeks	<p>SWBAT ask “yes/no” questions in conversation.</p> <p>SWBAT use and recognize negation signs.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
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1-2 Weeks	<p>SWBAT recognize and use agreement verbs in conversation.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 weeks	<p>SWBAT share phone numbers, addresses and emails in ASL.</p> <p>SWBAT communicate their phone number using ASL.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

		Collaborative Practice - Group Role Playing & Simulations	Unit Test
		Individual & group presentations	Midterm
		Collaborative projects	

Standards

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentence topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and texts and written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment. Novice High learners present information using words, phrases, and some sentences; they talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Suggested Modifications for Special Education, ELL and Gifted Students

Allow for more time on assessments and assignments (consistent with individual plans)

Modified test/quizzes/worksheets/written assignments (consistent with individual plans)

Preferential Seating (consistent with individual plans)

Peer liason

Visual Aids

Pre-teach key vocabulary and concepts.

Provide opportunities for peer collaboration and language practice

Provide other outside sources (media, content, community) for further study that are thematic in nature

Provide opportunities for independent research and exploration.

Allow for student-led projects and presentations.

Provide opportunities for leadership and mentorship in group activities.

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

Suggested Technological Innovations/Use

Students will utilize technology to create recordings of themselves using American Sign Language.

Cross Curricular/21st Century Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8)

Unit 5: Animals, Concerns and Feelings

Content Area: **World Languages**
Course(s):
Time Period: **3rd Marking Period**
Length: **4-5 weeks**
Status: **Not Published**

Summary of the Unit

This unit will introduce students to the vocabulary used for animals. Students will recognize and use the appropriate signs to express their feelings and concerns. Students will learn about ADA Law and how it protects the Deaf community. Students will learn about famous Deaf artists.

Enduring Understandings

Researching the laws that protect members of the Deaf community will provide students with a better understanding of the needs of the community. Allowing students to utilize signs for expressing feelings and concerns will provide students the opportunity to share their beliefs while using ASL.

Essential Questions

- What does "ADA" stand for and how has it helped the Deaf community?
- What is important to remember when using signs for expressing emotions in American Sign Language?

Summative Assessment and/or Summative Criteria

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities, group projects, and/or an end of unit test.

Resources

Proximity Learning.

Supplemental video lessons.

Unit Plan

In this section you may fill in this table or delete it and paste your own.

THEN you will associate your standards by selecting the "standards" tab above, clicking "associate standards" and selecting your standards for this unit from the list.

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
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1-2 weeks	<p>SWBAT use and recognize the signs for animals in ASL.</p> <p>SWBAT describe what the ADA Law is and how it has helped the Deaf community.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 weeks	<p>SWBAT express concerns, agreement and disagreement in conversation.</p> <p>SWBAT identify well known Deaf artists.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

		<p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	
1-2 weeks	SWBAT express feelings using ASL.	<p>May Include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p> <p>Unit test</p>

Standards

WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture.
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials or in writing.

Suggested Modifications for Special Education, ELL and Gifted Students

Allow for more time on assessments and assignments (consistent with individual plans)

Modified test/quizzes/worksheets/written assignments (consistent with individual plans)

Preferential Seating (consistent with individual plans)

Peer liaison

Visual Aids

Pre-teach key vocabulary and concepts.

Provide opportunities for peer collaboration and language practice

Provide other outside sources (media, content, community) for further study that are thematic in nature

Provide opportunities for independent research and exploration.

Allow for student-led projects and presentations.

Provide opportunities for leadership and mentorship in group activities.

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

Suggested Technological Innovations/Use

Students will utilize technology to create recordings of themselves using American Sign Language.

Cross Curricular/21st Century Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Unit 6: Cities, Sports, and Competence

Content Area: **World Languages**
Course(s):
Time Period: **3rd Marking Period**
Length: **4-5 weeks**
Status: **Not Published**

Summary of the Unit

This unit will introduce students to vocabulary for cities, sports, and school topics. Included in this unit are lessons on Deaf athletes and sports for people of the Deaf community.

Enduring Understandings

Presenting the knowledge learned through video messages and class presentations will amplify the student's understanding of the language. Understanding proper grammar while using ASL will enhance the student's knowledge of the language.

Essential Questions

- Can you name two Deaf athletes?
- How do you use conjunctions in ASL?
- What does the term Deaflympics refer to?

Summative Assessment and/or Summative Criteria

Assessments may include a comprehension check, written translations, student recorded videos,

discussion board activities, group projects and/or an end of unit test.

Resources

Proximity Learning.

Supplemental video lessons.

Unit Plan

In this section you may fill in this table or delete it and paste your own.

THEN you will associate your standards by selecting the "standards" tab above, clicking "associate standards" and selecting your standards for this unit from the list.

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
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1-2 weeks	<p>SWBAT recognize and use the signs for common sports terms and cities.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 weeks	<p>SWBAT recognize and use conjunctions while signing.</p> <p>SWBAT use proper terms for years and weeks in conversation.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

		<p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	
1-2 weeks	<p>SWBAT identify 1-2 Deaf athletes.</p> <p>SWBAT express competence through ASL.</p> <p>SWBAT identify common terms for school topics in ASL.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p> <p>Unit test</p>

Standards

WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and written messages from informational and fictional texts that are spoken, viewed or written.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday life and themes.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.

Suggested Modifications for Special Education, ELL and Gifted Students

Allow for more time on assessments and assignments (consistent with individual plans)

Modified test/quizzes/worksheets/written assignments (consistent with individual plans)

Preferential Seating (consistent with individual plans)

Peer liason

Visual Aids

Pre-teach key vocabulary and concepts.

Provide opportunities for peer collaboration and language practice

Provide other outside sources (media, content, community) for further study that are thematic in nature

Provide opportunities for independent research and exploration.

Allow for student-led projects and presentations.

Provide opportunities for leadership and mentorship in group activities.

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

Suggested Technological Innovations/Use

Students will utilize technology to create recordings of themselves using American Sign Language.

Cross Curricular/21st Century Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Unit 7: Statements, Time and Situations

Content Area: **World Languages**
Course(s):
Time Period: **4th Marking Period**
Length: **4-5 weeks**
Status: **Not Published**

Summary of the Unit

In this unit students will learn vocabulary for statements, legal terms, and terms related to time. Students will learn about using time concepts when discussing things occurring in the future. Students will expand their knowledge of Deaf culture by learning about Deaf Artists.

Enduring Understandings

Using ASL when expressing concepts occurring in the future tense will enhance the student's use of the language. Researching well known Deaf artists will provide a better understanding of the Deaf culture.

Essential Questions

- Can you name two Deaf artists?
- How is describing something in the future different than describing something occurring in the present when using ASL?

Summative Assessment and/or Summative Criteria

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities, group projects, and/or an end of unit test.

Resources

Proximity Learning.

Supplemental video lessons.

Unit Plan

In this section you may fill in this table or delete it and paste your own.

THEN you will associate your standards by selecting the "standards" tab above, clicking "associate standards" and selecting your standards for this unit from the list.

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
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1-2 weeks	<p>SWBAT use statements when communicating in ASL.</p> <p>SWBAT sign about things occurring in the general future.</p>	<p>May Include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role playing & Simulations</p> <p>Individual & Group Presentations</p> <p>Collaborative projects.</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 weeks	<p>SWBAT understand time concepts when using signs that refer to future events.</p> <p>SWBAT respond to requests using time concepts in the future.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

		<p>Collaborative Practice - Group Role playing & Simulations</p> <p>Individual & Group Presentations</p> <p>Collaborative projects.</p>	
1-2 weeks	<p>SWBAT use situational signs in conversation.</p> <p>SWBAT use and recognize signs related to legal terms.</p> <p>SWBAT identify at least 3 Deaf artists.</p>	<p>May Include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role playing & Simulations</p> <p>Individual & Group Presentations</p> <p>Collaborative projects.</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p> <p>Unit Test.</p>

Standards

WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and information.
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversational and written messages from informational and fictional texts that are spoken, viewed, or written.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to events and themes.

Suggested Modifications for Special Education, ELL and Gifted Students

Allow for more time on assessments and assignments (consistent with individual plans)

Modified test/quizzes/worksheets/written assignments (consistent with individual plans)

Preferential Seating (consistent with individual plans)

Peer liason

Visual Aids

Pre-teach key vocabulary and concepts.

Provide opportunities for peer collaboration and language practice

Provide other outside sources (media, content, community) for further study that are thematic in nature

Provide opportunities for independent research and exploration.

Allow for student-led projects and presentations.

Provide opportunities for leadership and mentorship in group activities.

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

Suggested Technological Innovations/Use

Students will utilize technology to create recordings of themselves using American Sign

Language.

Cross Curricular/21st Century Connections

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Unit 8: Weather and Directions

Content Area: **World Languages**
Course(s):
Time Period: **4th Marking Period**
Length: **4-5 weeks**
Status: **Not Published**

Summary of the Unit

This unit will introduce vocabulary terms related to the weather and giving directions. Students will utilize descriptive classifiers when describing weather. Students will practice giving directions using ASL. Students will enhance their knowledge of Deaf culture by learning about Closed Captioning, and Deaf Towns.

Enduring Understandings

Recognizing the need for accessibility for members of the Deaf community will allow students to become an advocate for increased access to tools such as closed captioning. The use of the terms learned in ASL I combined with the terms learned in ASL II will provide students with the confidence to communicate with classmates and members of the community outside of the classroom.

Essential Questions

- What are Deaf Towns and where are they located?
- What does the term “Spacial Agreement” refer to?
- Why is closed captioning important to Deaf people?

Summative Assessment and/or Summative Criteria

Assessments may include a comprehension check, written translations, student recorded videos,

discussion board activities, group projects, end of unit test, and/or a final exam.

Resources

Proximity Learning.

Supplemental video lessons.

Unit Plan

In this section you may fill in this table or delete it and paste your own.

THEN you will associate your standards by selecting the "standards" tab above, clicking "associate standards" and selecting your standards for this unit from the list.

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
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1-2 weeks	<p>SWBAT describe the weather using ASL.</p> <p>SWBAT understand the importance of Closed Captioning for the Deaf community.</p>	<p>May Include:</p> <p>Direct instruction:</p> <p>video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & Group Presentations</p> <p>Collaborative Projects.</p>	<p>May Include:</p> <p>Comprehension Check: Multiple Choice Questions</p> <p>Written translations for video</p> <p>Student recorded video projects</p>
1-2 weeks	<p>SWBAT properly use possessive signs in conversation.</p> <p>SWBAT provide directions using ASL.</p>	<p>May include:</p> <p>Direct instruction:</p> <p>video demonstration and teacher led</p> <p>Discussion Board Activities</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

		<p>Collaborative Practice - Group Role Playing & Simulations</p> <p>Individual & group presentations</p> <p>Collaborative projects</p>	<p>Unit test</p> <p>Final Exam</p>
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Standards

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and topics related to self and targeted themes to express original ideas and infor
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exc information with classmates and others about global issues, including climat
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.PRSENT.1	Recombine basic information at the phrase and sentence level related to eve and themes.

Suggested Modifications for Special Education, ELL and Gifted Students

Allow for more time on assessments and assignments (consistent with individual plans)

Modified test/quizzes/worksheets/written assignments (consistent with individual plans)

Preferential Seating (consistent with individual plans)

Peer liason

Visual Aids

Pre-teach key vocabulary and concepts.

Provide opportunities for peer collaboration and language practice

Provide other outside sources (media, content, community) for further study that are thematic in nature

Provide opportunities for independent research and exploration.

Allow for student-led projects and presentations.

Provide opportunities for leadership and mentorship in group activities.

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

Suggested Technological Innovations/Use

Students will utilize technology to create recordings of themselves using American Sign Language.

Cross Curricular/21st Century Connections

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

