







## **American Sign Language 2**

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> American Sign Language 2		
<b>Course Title:</b>	American Sign 2		
<b>Prerequisite(s):</b>	American Sign Language 1 <i>or</i> Teacher Recommendation		
<b>Course Description:</b> <i>Program of Studies</i>	<p>In ASL 2 students will continue to develop basic language skills and increase their awareness of the target culture. The learner in level 2 will:</p> <ul style="list-style-type: none"> <li>● communicate and exchange information on familiar topics using phrases and simple sentences.</li> <li>● handle short interactions by asking and answering simple questions.</li> <li>● understand words, phrases, and formulaic language that have been memorized in order to get the meaning of the main idea and a few supporting details from simple, highly predictable texts.</li> <li>● understand the main idea and some specific information when watching short, routine conversations, simple announcements, and reports.</li> <li>● make basic inferences based on background and prior knowledge.</li> <li>● sign lists and short messages, producing a series of sentences.</li> </ul>		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What are some fun places to visit in a new city?</li> <li>● How can cities be designed to be more inclusive, equitable and livable for all residents?</li> <li>● How do Residential Schools for the Deaf and Universities for the Deaf play an integral role in the Deaf community?</li> </ul>		

	<ul style="list-style-type: none"> <li>● What classifiers can be used to describe size, shape and arrangement of buildings in the neighborhood?</li> <li>● How do you incorporate spatial awareness when describing a neighborhood in ASL?</li> <li>● How are the Deaflympics important to the Deaf community?</li> <li>● What are the differences between the Olympics and the Deaflympics?</li> <li>● How do D/deaf athletes contribute to the Deaf community's pride?</li> <li>● What do my morning, afternoon and evening routines look like?</li> <li>● How do the routines of D/deaf people differ from my own?</li> <li>● How do I make plans with others?</li> </ul>	
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● There are many enjoyable places to visit in a new city.</li> <li>● There are cities that are more inclusive, equitable and liveable for all residents.</li> <li>● Residential Schools for the Deaf and Universities for the Deaf are important to the Deaf community in those cities.</li> <li>● There are several classifiers used to describe the size, shape and arrangement of buildings in a neighborhood.</li> <li>● Directionality, showing distance, and orientation are used to incorporate spatial awareness when describing a neighborhood.</li> <li>● The Deaflympics creates opportunities for sports accessibility within the D/deaf community.</li> <li>● Both the Olympics and Deaflympics allow athletes to excel within their particular events.</li> <li>● Deaf athletes are important figures in the D/deaf community and provide models for future generations.</li> <li>● My routines consist of morning, afternoon and evening activities.</li> <li>● My routines can be different from the routines of a D/deaf person in a variety of ways.</li> <li>● It is important to be flexible when making plans with others.</li> </ul>	
<b>Duration: Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A

<b>Course Materials/Resources:</b>	Lifeprint, Creative ASL Teaching, The Daily Moth.
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exploring and Understanding (EU)</li> <li><input checked="" type="checkbox"/> Synthesizing and Evaluating (SE)</li> <li><input type="checkbox"/> Creating and Constructing (CC)</li> <li><input checked="" type="checkbox"/> Conveying Ideas (CI)</li> <li><input type="checkbox"/> Collaborating Strategically (CS)</li> <li><input type="checkbox"/> Using Communication Tools (UCT)</li> </ul>
<b>Year at a Glance (Units):</b>	<p><b>Unit 1</b> - The Deaf Journey of Life in the City!  (~10 weeks)</p> <p><b>Unit 2</b> - Local Treasures: Describing Places in Our Neighborhood!  (~10 weeks)</p> <p><b>Unit 3</b> - Sports and Deaflympics!  (~10 weeks)</p> <p><b>Unit 4</b> - Everyday Flow: Routines and Planning Made Easy!  (~10 weeks)</p>

<b>Unit Number and Title:</b>	<b>Unit 1 - The Deaf Journey of Life in the City!</b>
<b>Unit Overview:</b>	In this unit, students will discuss how certain cities in the United States are considered “hubs” for the Deaf community. In these cities, members of the D/deaf community have equitable access to universities, restaurants, public transportation and leisure time activities.
<b>Duration</b>	~ 10 weeks
<b>Resource(s):</b>	See general course materials
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What are some fun places to visit in a new city?</li> <li>• How can cities be designed to be more inclusive, equitable and livable for all residents?</li> <li>• How do Residential Schools for the Deaf and Universities for the D/deaf play an integral role in the Deaf community?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• There are many enjoyable places to visit in a new city.</li> <li>• There are cities that are more inclusive, equitable and liveable for all residents.</li> <li>• Residential Schools for the Deaf and Universities for the Deaf are important to the D/deaf community in those cities.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• vocabulary related to places in a city.</li> <li>• vocabulary related to things to do in a city.</li> <li>• vocabulary related to purchasing items in a coffee/tea shop.</li> <li>• information about the Deaf community that resides in Washington, DC.</li> <li>• information about the Deaf community that resides in Rochester, NY.</li> <li>• cultural aspects of Deaf owned businesses.</li> <li>• the history behind why Rochester, NY and Washington, DC have such a dense Deaf community.</li> <li>• symbols that are representative of a Deaf owned business.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• describe fun things to do in a city.</li> <li>• use their dominant hand in order to make a visual list of things to do in a city.</li> <li>• compare and contrast Deaf-owned businesses with the types of businesses you typically encounter.</li> <li>• communicate and interact with staff when visiting a Deaf owned business.</li> <li>• order food and drinks in a coffee/tea shop.</li> </ul>

- investigate how residential schools benefit the Deaf community.
- identify the unique symbols in Deaf-owned businesses that distinguish them from other types of businesses.

<b>Unit Number and Title:</b>	<b>Unit 2 - Local Treasures: Describing Places in Our Neighborhood!</b>
<b>Unit Overview:</b>	In this unit, students will describe areas around their neighborhoods, keeping in mind that the signer's perspective has a significant effect on understanding directions.
<b>Duration</b>	~ 10 weeks
<b>Resource(s):</b>	See general course materials
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What classifiers can be used to describe size, shape and arrangement of buildings in the neighborhood?</li> <li>• How do you incorporate spatial awareness when describing a neighborhood in ASL?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• There are several classifiers used to describe the size, shape and arrangement of buildings in a neighborhood.</li> <li>• Directionality, showing distance, and orientation are used to incorporate spatial awareness when describing a neighborhood.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• areas around neighborhoods.</li> <li>• the signer's perspective.</li> <li>• presentational skills associated with giving directions.</li> <li>• strategies used for receptive comprehension.</li> <li>• correct ASL word order (time + subject + verb + object).</li> <li>• parts of a story (characters, setting etc.).</li> <li>• mouth morphemes to indicate distance.</li> <li>• vocabulary related to map skills and directional phrases (right, left, straight, back etc.).</li> <li>• classifiers to describe landmarks (roads, houses, trees etc.).</li> <li>• perspective shifts to give directions.</li> <li>• the concept of spatial agreement when giving directions.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• tell a friend how to get to a location in their neighborhood.</li> <li>• understand when a friend narrates around their neighborhood.</li> <li>• modify verbs to agree with the subject and object.</li> <li>• use correct word order when translating from English to ASL.</li> <li>• comprehend and follow directions from the perspective of the signer.</li> <li>• summarize the details of a story.</li> </ul>

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|  | <ul style="list-style-type: none"><li>● give signs and names for types of businesses in Fairfield.</li><li>● ask and answer yes/no questions following word order (time + subject + verb + object).</li></ul> |
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<b>Unit Number and Title:</b>	<b>Unit 3 - Sports and Deaflympics!</b>
<b>Unit Overview:</b>	In this unit, students will examine how sports play a role in their lives. Learners will research D/deaf athletes and discuss the importance of Deaflympics in the Deaf community.
<b>Duration</b>	~10 weeks
<b>Resource(s):</b>	See general course materials
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How are the Deaflympics important to the D/deaf community?</li> <li>● What are the differences between the Olympics and the Deaflympics?</li> <li>● How do D/deaf athletes contribute to the Deaf community's pride?</li> </ul>
<b>Enduring understanding(s):</b>	<ul style="list-style-type: none"> <li>● The Deaflympics creates opportunities for sports accessibility within the D/deaf community.</li> <li>● Both the Olympics and Deaflympics allow athletes to excel within their particular events.</li> <li>● Deaf athletes are important figures in the D/deaf community and provide models for future generations.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● sports related vocabulary.</li> <li>● frequency expressions (every, each etc.).</li> <li>● role shifting for storytelling.</li> <li>● shoulder shifting to indicate more than of something.</li> <li>● the meaning and rules of name signs.</li> <li>● ABC stories.</li> <li>● number stories.</li> <li>● information about athletes from the Deaflympics.</li> <li>● information about the history of the Deaflympics.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● present information about a Deaf Olympian.</li> <li>● summarize the history of Deaflympics.</li> <li>● discuss likes and dislikes of a variety of sports.</li> <li>● compare the similarities and differences between the Olympics and the Deaflympics.</li> <li>● participate as an ASL Olympic athlete in a variety of ASL skills events.</li> <li>● discuss which sports that you like to watch and/or play.</li> <li>● create mini stories about fav sport.</li> <li>● provide name signs for Deaf Olympians.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4 - Everyday Flow: Routines and Planning Made Easy!</b>
<b>Unit Overview:</b>	In this unit students will discuss daily routines and chores as well as learn how to make, cancel and change plans with others. Students will compare and contrast their daily routines with those members of the Deaf community.
<b>Duration</b>	~ 10 weeks
<b>Resource(s):</b>	See general course materials
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> </ul>

	<ul style="list-style-type: none"> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What do my morning, afternoon and evening routines look like?</li> <li>● How do the routines of Deaf people differ from my own?</li> <li>● How do I make plans with others?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● My routines consist of morning, afternoon and evening activities.</li> <li>● My routines can be different from the routines of a Deaf person in a variety of ways.</li> <li>● It is important to be flexible when making plans with others.</li> </ul>
<b>Learning Goal(s):</b> <i>Learners will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to daily routines.</li> <li>● vocabulary related to chores.</li> <li>● role shifting for story telling.</li> <li>● various question structures.</li> <li>● typical differences in the life of a Deaf person.</li> <li>● conjunctions for unexpected events (wrong, hit, frustrate etc.).</li> <li>● the concept of Deaf-blunt.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● discuss daily chores.</li> <li>● provide opinions about which chores they like and dislike.</li> <li>● use duration time signs.</li> <li>● understand a day in the life of various Deaf people.</li> <li>● talk about daily routines.</li> <li>● discuss how to negotiate plans.</li> <li>● talk about canceling plans.</li> <li>● postpone and reschedule plans and adjust meeting days and times.</li> <li>● role shift when sharing information and telling stories.</li> <li>● use numbers related to dates and time.</li> <li>● use conjunctions for unexpected events.</li> </ul>