

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
WORLD LANGUAGES CURRICULUM
AMERICAN SIGN LANGUAGE LEVEL III
AUGUST 2021
GRADES 9 - 12**

Overview

The level III ASL Course is available to all students in grades 9-12. The course meets five times a week. The curriculum covers and enhances all suggested themes from the New Jersey World Languages Curriculum Framework. It is also aligned to the latest national and the New Jersey State World Languages Standards.

ASL III is a continuation of Level II, completing the study of the finer points of grammar and idiomatic expression. The main objective of the third year course is to enable students to continue to attain a measurable degree of communicative competency and proficiency in each of the three communication modes: interpersonal, interpretive, and presentational. This is made possible through practical exercises and activities that focus on meaningful, personalized communication. Advanced vocabulary is presented in authentic situational contexts. More advanced grammar concepts are presented to form a coherent, cohesive story.

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Unit	Topic(s)	Pacing	Essential Question(s)	Standard/ Proficiency/ Strand/CPIs	Learning Targets	Assessment	Interdisciplinary Connections
Describing People & Things: A Shopping Trip	Review: Units 1-6	Sept (2 weeks)					
	Identifying Present People Fingerspelling (clothing related) NMS (Mouthing Morphemes) Appropriate Reactions	Sept (1 week)	What makes ASL a distinctly different language than ASL? How do posture, spatial movement, and eye gaze affect communication?	7.1.II.IPRET.4 7.1.II.IPERS.1 7.1.II.IPERS.2 7.1.II.IPERS.4 7.1.II.IPERS.5 7.1.II.PRSNT.1 7.1.II.PRSNT.2 7.1.II.PRSNT.3	Students will be able to... - describe physical traits about someone in a room - ask and respond to questions about physical descriptions - ask for confirmation about or confirm a person being identified - identify and correctly produce fingerspelled clothing related words		
	Numbers (1-100) Year Numbers	Oct (2-3 days)	How can context change sign choice and/or production?	7.1.II.IPRET.4 7.1.II.PRSNT.1 7.1.II.PRSNT.2 7.1.II.PRSNT.3	Students will be able to... - identify and accurately produce numbers 1-100, cardinal and year numbers		
	Describing Personal Items	Oct (1 week)	Why is sequencing important in descriptions?	7.1.II.PRSNT.1 7.1.II.PRSNT.3	Students will be able to... - use the correct sequence to describe items that are not present	Common Assessment (1) Describe a personal item from home following the correct sequence.	
	Using Classifiers to Describe People & Things	Oct (1 week)	How can classifiers enhance or clarify communication?	7.1.II.IPRET.4 7.1.II.IPRET.5 7.1.II.PRSNT.1 7.1.II.PRSNT.3	Students will be able to... - identify and use the correct classifiers to describe physical traits		
	Have, Must, Finish, None, Not-Yet: Semantics (sign choice)	Oct (2-3 days)	Why is conceptually accurate sign choice so important?	7.1.II.IPRET.3 7.1.II.IPRET.5	Students will be able to... - translate English sentences with the word "have" correctly into ASL - identify appropriate signs to translate English sentences with "have"	Common Assessment (2) Identify the correct sign choice for the English sentence. Sign the sentence using the appropriate sign and sentence structure.	

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	Spatial agreement (directional verbs)	Oct (2-3 days)	How can space influence a message?	7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3	Students will be able to... - maintain space and accurately produce directional verbs		
	Describing Lost Items	Oct (1 week)	Why is sequencing important in descriptions? How can classifiers enhance or clarify communication?	7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.3	Students will be able to... - use the correct sequence to describe items that are not present - identify and use the correct classifiers to describe physical traits - ask and respond to questions about physical descriptions	Presentational Quiz: Lost "Poster" Video Students will make a recording in which they describe a lost personal item.	
	Greetings & Leave-Takings	Oct (2 days)	What makes ASL a distinctly different language than ASL?	7.1.IL.IPERS.4	Students will be able to... - greet others and say goodbye in a culturally appropriate manner		
	Integrated Performance Assessment	Oct-Nov (1 week)	How can classifiers enhance or clarify communication? What makes ASL a distinctly different language than ASL?	7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3	Students will be able to... - describe physical traits about someone in a room - ask and respond to questions about physical descriptions - identify and correctly produce fingerspelled clothing related words - identify and use the correct classifiers to describe physical traits - use the correct sequence to describe items that are not present - translate English sentences with the word "have" correctly into ASL - identify appropriate signs to translate English sentences with "have" - identify and accurately produce numbers 1-100, cardinal and year numbers - maintain space and accurately produce directional verbs - greet others and say goodbye in a culturally appropriate manner	IPA: (Interpretive) Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and other narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s). (Presentational & Interpersonal) Students will engage in a "flea market" project, preparing items for sale at individual tables. Each student will be responsible for a set of specific type of items to "sell." The class will take turns "shopping" and	

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						students will purchase various items after interviewing the sellers. Students will collect information about each item purchased and will then report back to the class about the "purchases."	
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Making Requests, Asking Advice & Unexpected Events	Making Requests	Nov (2-3 days)	What makes ASL a distinctly different language than ASL? How do facial expressions add to a message?	7.1.II.IPRET.3 7.1.II.IPERS.1 7.1.II.IPERS.2 7.1.II.PRSNT.1 7.1.II.PRSNT.3	Students will be able to... - explain detailed situations before requesting favors		
	Fingerspelling Months	Nov (1-2 days)	Why is clarity important? How can context help with comprehension?	7.1.II.IPRET.4 7.1.II.IPRET.5 7.1.II.PRSNT.1	Students will be able to... - identify and produce months correctly and use numerical incorporation with months and modify numbers to express frequency		
	Agreement Verbs (Directionality)	Dec (1-2 days)	What makes ASL a distinctly different language than ASL?	7.1.II.PRSNT.1 7.1.II.PRSNT.2 7.1.II.PRSNT.3	Students will be able to... - modify agreement verbs to clearly show the subject and object of a sentence		
	Agreeing, with Conditions	Dec (3-4 days)	What makes ASL a distinctly different language than ASL? How do facial expressions add to a message?	7.1.II.IPRET.2 7.1.II.IPERS.1 7.1.II.IPERS.2 7.1.II.PRSNT.1 7.1.II.PRSNT.3	Students will be able to... - politely agree to requests with conditions - politely decline requests	Common Assessment (3) Students will engage in a conversation, making requests based on prescribed prompts and responding appropriately.	
	Negations (Grammatical Accuracy)	Dec (1-2 days)	What makes ASL a distinctly different language than ASL?	7.1.II.IPRET.5 7.1.II.PRSNT.1 7.1.II.PRSNT.2 7.1.II.PRSNT.3	Students will be able to... - analyze and produce the correct grammatical structure for negative English statements		

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	Numbers: Giving Phone Numbers	Dec (1-2 days)	Why is clarity important? How can context help with comprehension?	7.1.II.IPERS.1 7.1.II.IPERS.2	Students will be able to... - ask and provide phone numbers using identification number patterns		
	Asking for Advice & Providing Suggestions	Dec (3-4 days)	What makes ASL a distinctly different language than ASL? How do facial expressions add to a message?	7.1.II.IPERS.1 7.1.II.IPERS.2 7.1.II.IPERS.4 7.1.II.IPERS.5	Students will be able to... - ask for advice, providing details of a situation and appropriate usage of conjunction that tells what s/he forgot to do		
	Asking for a Sign	Dec (1 day)	How can you continue a conversation when you do not know a sign?	7.1.II.PRSNT.1 7.1.II.PRSNT.3	Students will be able to... - utilize all four strategies to ask for a sign		
	Asking for Advice (Awkward) & Classifier Sequencing	Dec (4 days)	What makes ASL a distinctly different language than ASL? How do facial expressions add to a message?	7.1.II.IPERS.1 7.1.II.IPERS.2 7.1.II.IPERS.4 7.1.II.IPERS.5 7.1.II.PRSNT.1 7.1.II.PRSNT.2 7.1.II.PRSNT.3	Students will be able to... - ask for advice, providing details of a situation and appropriate usage of conjunction that tells what s/he forgot to do - incorporate tag questions	Common Assessment (4) Students will engage in a conversation, asking advice based on prescribed prompts and responding appropriately.	
	Negations (Facial Grammar)	Jan (1 day)	How do facial expressions add to a message?	7.1.II.IPRET.5 7.1.II.PRSNT.1 7.1.II.PRSNT.2 7.1.II.PRSNT.3	Students will be able to... - analyze and produce the correct grammatical structure for negative English statements		
	Comprehension & Retelling a Story	Jan (2-3 days)	What makes ASL a distinctly different language than ASL?	7.1.II.IPRET.4 7.1.II.PRSNT.1	Students will be able to... - infer the meaning of what is signed in conversations/stories from context or background information - re-tell an adaptation of a story		
	Culture: Minimizing Interruptions	Jan (1 day)	How is the target culture similar to that of my own?	7.1.II.IPERS.1 7.1.II.IPERS.2 7.1.II.IPERS.4 7.1.II.IPERS.5	Students will be able to... - negotiate conversations to minimize interruptions and when to share reasons for late arrivals/early departures		
	Culture: Name Signs	Jan (2 days)	How is the target culture similar to that of my own?	7.1.II.IPRET.5	Students will be able to... - differentiate between arbitrary and descriptive name signs, how they are formed, given, and used		

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	Integrated Performance Assessment	Jan (1-1.5 weeks)	<p>7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - explain detailed situations before requesting favors - politely agree to requests with conditions - politely decline requests - ask for advice, providing details of a situation and appropriate usage of conjunction that tells what s/he forgot to do - identify and produce months correctly and use numerical incorporation with months and modify numbers to express frequency - modify agreement verbs to clearly show the subject and object of a sentence - analyze and produce the correct grammatical structure for negative English statements - incorporate tag questions - ask and provide phone numbers using identification number patterns - utilize all four strategies to ask for a sign - negotiate conversations to minimize interruptions and when to share reasons for late arrivals/early departures - differentiate between arbitrary and descriptive name signs, how they are formed, given, and used - infer the meaning of what is signed in conversations/stories from context or background information - re-tell an adaptation of a story 	<p>IPA: (Interpretive) Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and other narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).</p> <p>(Presentational) After viewing a story in class and working to develop comprehension and fluency skills with the prescribed story, students will change details, from the story to create an adaptation of the original. The quantity and type of details will be prescribed for equity. Students will present the unique story adaptations using the appropriate vocabulary, role shifting, conditional statements, and grammatical structure in the target language.</p> <p>(Interpersonal) Students will be given calendars, pre-filled with activities, events, and schedule conflicts. Students will be able to make requests for specific dates/times</p>
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						and students must also be able to respond appropriately to each request, depending on the calendar provided. When a scheduling conflict or other predicament is presented, students must ask for advice or assistance with a solution. Students must demonstrate agreement, agreement with conditions, and regretful decline while using appropriate vocabulary, grammatical structure, appropriate sign space, non-manual markers, and turn-taking skills.	
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Edu cati ona l Phil oso phi es & Co	A More Detailed Look: The History of ASL/Deaf Education Individuals Who Impacted the History of	Feb (2 weeks)	How do we define quality of life? How does the type of government affect quality of life? Is education a right or a privilege?	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.5	Students will be able to... - identify, analyze, and discuss events and changes throughout the past 200 years of history of ASL/Deaf education - identify and discuss the roles of certain individuals and evaluate how s/he impacted the history of ASL/Deaf Education	Common Assessment (5) Historical Events/Figures Interpretive Assessment	9.1.12.D.12
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mm uni cati on Met hod s, Car eers Usi ng AS L, and Fro m Hig h Sch ool to Coll ege & Bey ond	ASL/Deaf Education		Why is it important to understand the history of ASL/Deaf education?				
	The Role of Major Events in the History of ASL/Deaf Education						
	Sign Language Continuum and Modes of Communication	Feb (1 week)	Why are there multiple modes of communication on the sign language continuum?	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.5	Students will be able to... - identify, compare, discuss, and debate different modes of communication options for the deaf and hard of hearing		
	Communication Methods, Assistive Technology & Educational Philosophies	Feb-Marc h (2 weeks)	How has technology affected the Culture/Deaf community? Is education a right or privilege? How should a Deaf child be educated?	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4	Students will be able to... - identify, evaluate and discuss educational philosophies implemented throughout the history of Deaf education - identify, determine usage for, evaluate and compare assistive technology as it relates to varied communication methods and educational philosophies - compose a timeline and present information in target language related to educational philosophies		
	Careers Using ASL	March (1 week)	How do I continue to prepare for my work future? What personal enrichments are developed through the study of ASL?	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.3	Students will be able to... - identify, explore and present information about careers within the field of ASL in target language - defend importance of ASL advocates and argue the importance of qualified ASL interpreters - identify and discuss post-secondary options for continuing ASL studies		9.2.12.C.5
	March (2 weeks)		7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4	Students will be able to... - discuss goals for the future	Common Assessment (6)	9.2.12.C.1 9.2.12.C.3	

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	<p>Expressing Goals & Dreams</p> <p>Planning for the Future</p> <p>Researching Colleges/ Programs/Jobs – Achieving Your Goals</p>		<p>How do I continue to prepare for my work future?</p> <p>How do I evaluate my skills and aptitudes to find a suitable career?</p> <p>How do I develop my goals for the future to prepare me for potential careers?</p>	<p>7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3</p>	<ul style="list-style-type: none"> - create an ASL presentation highlighting post-secondary goals, including college, and/or programs of study and/or career with steps to achieve - defend thoughts and opinions 	<p>Brief presentation: My dreams for the future....</p>	
	<p>Interpersonal Performance Assessment</p>	<p>April (1 week)</p>		<p>7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - identify, analyze, and discuss events and changes throughout the past 200 years of history of ASL/Deaf education - identify and discuss the roles of certain individuals and evaluate how s/he impacted the history of ASL/Deaf Education - identify, compare, discuss, and debate different modes of communication options for the deaf and hard of hearing - identify, evaluate and discuss educational philosophies implemented throughout the history of Deaf education - identify, determine usage for, evaluate and compare assistive technology as it relates to varied communication methods and educational philosophies - compose a timeline and present information in target language related to educational philosophies - identify and discuss communication methods and how they apply to the varied educational philosophies - identify, explore and present information about careers within the field of ASL in target language - defend importance of ASL advocates and argue the importance of qualified ASL interpreters - identify and discuss post-secondary options for continuing ASL studies - discuss goals for the future 	<p>IPA: (Interpretive) Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and other narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).</p> <p>(Presentational) After identify a goal for the future, students will devise a plan on how to achieve the goal. Students will research post-secondary plans, including colleges, technical programs, and careers. Using the appropriate vocabulary, grammatical structure, tense indicators, and other key concepts, students will present information in target language.</p>	

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					<ul style="list-style-type: none"> - create an ASL presentation highlighting post-secondary goals, including college, and/or programs of study and/or career with steps to achieve - defend thoughts and opinions 	<p>(Interpersonal) <u>Option A:</u> Students will become experts on one of the careers within the field of American Sign Language. Each student will be assigned to a different field/career. Students will then be paired up to interview one another and learn information about the field using appropriate reactions, vocabulary, classifiers, grammatical structure, non-manual markers, and turn-taking skills. <u>Option B:</u> Students will engage in mock college interviews. Students will ask/answer questions related to (but not limited to) future goals, reasons for interest in the college, and why s/he would be a good addition to the program at the school. The interview will be assessed on appropriate reactions, vocabulary, classifiers, grammatical structure, non-manual markers, and turn-taking skills.</p>	
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Event Plan		April (3-4 days)		7.1.II.IPERS.1 7.1.II.IPERS.2 7.1.II.IPERS.4	Students will be able to... - ask and answer questions about a neighborhood		
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nni ng	Places around the Neighborhood Business Names		How do posture, spatial movement, and eye gaze affect communication? How can identifying context improve comprehension?	7.1.IL.IPERS.5	- discuss and describe location in a neighborhood including names of businesses		
	Giving the Time	April (1-2 days)	How can identifying context improve comprehension?	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5	Students will be able to... - express and understand time		
	Giving Directions & Signer's Perspective	April-May (3-4 days)	How do posture, spatial movement, and eye gaze affect communication? How can I use classifiers to show locational relationships? Why is understanding signer's perspective important?	7.1.IL.IPERS.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5	Students will be able to... - ask and answer questions about a neighborhood - discuss and describe location in a neighborhood including names of businesses - use rhetorical questions and maintain space when giving and asking for directions	Common Assessment (7) Interpersonal – asking for and providing directions within a neighborhood	
	Describing a Restaurant	May (3-4 days)	How can I use classifiers to provide accurate descriptions?	7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.3	Students will be able to... - understand and use classifiers to provide clear descriptions of environment		
	Food & Opinions Suggesting a Restaurant Perspective Shift	May (3-4 days)	How can I use classifiers to provide accurate descriptions? How can the addition/omission of non-manual features change a message?	7.1.IL.IPERS.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.3	Students will be able to... - discuss food and opinions - understand and use classifiers to provide clear descriptions of environment	Common Assessment (8) Interpersonal – in response to prompts, students will suggest a restaurant and provide descriptions.	
	Planning an Event	May (1.5 - 2 weeks)	How can I use classifiers to provide accurate descriptions?	7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3	Students will be able to... - present details about an event using key concepts and linguistic features		

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	Culture: Keeping Others Informed						
	IPA/Final Project	June (1 week)		<p>7.1.II.IPRET.5 7.1.II.IPERS.1 7.1.II.IPERS.2 7.1.II.IPERS.3 7.1.II.IPERS.4 7.1.II.IPERS.5 7.1.II.PRSNT.1 7.1.II.PRSNT.2 7.1.II.PRSNT.3</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - ask and answer questions about a neighborhood - discuss and describe location in a neighborhood including names of businesses - express and understand time - use rhetorical questions and maintain space when giving and asking for directions - understand and use classifiers to provide clear descriptions of environment - discuss food and opinions - present details about an event using key concepts and linguistic features 	<p>IPA/Final Project: (Interpretive) Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and other narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).</p> <p>(Presentational & Interpersonal) (P) Students will plan an event. Each student must pitch the event idea/concept to the "board" (classmates and teacher), sharing the type of event/purpose, date, venue, location (where in the town/city/state), decorations (description of environment, overview of menu, attire, directions on how to get to the event, and a video advertisement for the event. The presentation will follow correct grammatical structure, vocabulary, classifiers and non-manual components in the</p>	

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						target language. (I) Members of the "board" will interview the presenters, asking questions and providing suggestions for the event. Students will use appropriate turn-taking, attention-getting techniques, reactions, vocabulary, classifiers, grammatical structure, non-manual markers and other target concepts.	
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THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Unit 1: Describing People & Things: A Shopping Trip	Novice High	11-12

Topics :	<p><i>Identifying Present People</i> <i>NMS: Mouthing Morphemes</i> <i>Fingerspelling (clothing related)</i> <i>Numbers (1-100)</i> <i>Describing Personal Items</i> <i>Using Classifiers to Describe People & Things</i> <i>Have, Must, Finish, None, Not- Yet: Semantics (sign choice)</i> <i>Spatial agreement (directional verbs)</i> <i>Appropriate Reactions</i> <i>Describing Lost Items</i> <i>Year Numbers</i> <i>Greetings & Leave-Takings</i></p>
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Unit Description

<p><i>Students use the target language in the three modes of communication to gain understanding and express information about personal items, clothing, and physical traits of other people who are present in the same room. Students develop the use of signing space, possessive adjectives, possessive pronouns, and numbers to describe the physical characteristics of clothing, textiles, and others, furthering the abilities in conversational signing. Grammar, non-manual components and fingerspelling skills are built upon during the course of this unit. Students will understand that using sign space, classifiers, and clear sequencing in a purposeful manner is critical to clear communication. At the end of this unit, all students will be able to engage in a conversations relevant to physical items and their properties, other people, and interests.</i></p>	
<i>Interpretive</i>	<p><i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i></p>
<i>Interpersonal</i>	<p><i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i></p>
<i>Presentational</i>	<p><i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i></p>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ● Identify present person using body position, appearance, and/or clothing ● Classifiers used to describe a person: body classifiers (BCLs), bodypart classifiers (BPCLs), descriptive classifiers (DCLs) ● NMS - mouthing morphemes ● Fingerspelled words (clothing related) ● Cardinal numbers 1-100 ● Item Descriptions and Materials ● Classifiers used to describe an item: descriptive classifiers (DCLs), instrument classifiers (ICLs), locative classifiers (LCLs) ● Interpreting the English word "have" ● Directional verbs/spatial agreement for verbs "drive to," "take to," and "pick up" ● Describing lost items using sequencing and classifiers: descriptive classifiers (DCLs), instrument classifiers (ICLs) ● Signing year numbers ● Culture: greetings and leave-takings 	<ul style="list-style-type: none"> ● identify person in a room ● add additional descriptions to confirm ● ask to relay a message to the person ● identify and use correct classifiers to describe physical traits ● produce correct form and movement for clothing-related words. ● increase fluency in producing numbers 1-100 ● follow sequence to describe item ● ask/tell what it is made of ● identify and use correct classifiers to describe objects ● use appropriate signs to translate English sentences with "have" in them ● correct translation and use of directional verb/spatial agreement ● produce correct form and movement when expressing year numbers ● greet others and say goodbye incorporating appropriate cultural behaviors

World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = IPRSNT)	
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

***NOTE: ASL does not have a written component.**

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	SWBAT describe physical traits about someone in a room	7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
2	SWBAT ask and respond to questions about physical descriptions	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5
3	SWBAT identify and use the correct classifiers to describe physical traits	7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
4	SWBAT use the correct sequence to describe items that are not present	7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
5	SWBAT ask for confirmation about or confirm a person being identified	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.5
6	SWBAT translate English sentences with the word "have" correctly into ASL	7.1.IL.IPRET.3 7.1.IL.IPRET.5
7	SWBAT identify and correctly produce fingerspelled clothing-related words.	7.1.IL.IPRET.4 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3
8	SWBAT identify and accurately produce number 1-100, cardinal and year numbers	7.1.IL.IPRET.4 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3
9	SWBAT identify appropriate signs to translate English sentences with "have"	7.1.IL.IPRET.3 7.1.IL.IPRET.5
10	SWBAT maintain space and accurately produce directional verbs	7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3
11	SWBAT greet others and say goodbye in a culturally appropriately manner	7.1.IL.IPERS.4

VOCABULARY (including, but not limited to): BPCL (leg positions), TALL, SHORT-person, SKINNY, SLENDER, BROAD-SHOULDERS, PLUMP, HEAD-WRAP,

HAT, fs-SUN+EYEGASSES, MUSTACHE, BEARD, (color) + HAIR, BALD (2), BPSASS (bodypart size and shape specifier) - hair length, texture or style, DCL (patterns), THAT-ONE (q), THAT-ONE! (confirming), mouthing morphemes (oo, mm, cha), fingerspelled clothing-related words: *PLASTIC, NYLON, SILK, COTTON, FUR, WOOL, SUEDE, FLEECE, GOLD, SILVER, COPPER, POLYESTER, SIZE, STYE, CELL (phone), SUIT, TUX, WALLET, SUN (eyeglasses), BOOTS, VEST, BAG, THOUGHT-OCCUR, GUESS, LESS-THAN, MORE-THAN, IN-RANGE, GIVE-TO, PRESENT-TO, GO-TO, VACATION, BIRTHDAY, BUY, NOT-WANT, GARAGE fs-SALE, SEE (item), BUY, possessive signs, TAKE-FROM, FABRIC, METAL, GLASS, WOOD, RUBBER, LEATHER, REAL, FAKE, SEE-THROUGH, DCL (padded), SHIRT, SWEATER/PULLOVER, DCL T +SHIRT, COAT, BLOUSE, fs-VEST, PURSE, BACKPACK, EYEGASSES, PRETTY, STRANGE, fs-COOL, SWELL, NEVER SEE, DIFFERENT, OLD +fs-FF(fashioned), UGLY, LOUD COLOR, HAVE, MUST, FINISH, NONE, NOT-YET, GO-TO, DRIVE-TO, TAKE-FROM, DROP-OFF, PICK-UP, CARRY-TO, OH-I-SEE, FEW! (less than expected), MANY! (more than expected), WOW, MADE-UP YOU! (teasing), HAT, SCARF, LAST-YEAR, TWO-YEAR-PAST, THREE-YEAR-PAST, FOUR-YEAR-PAST, FIVE-YEAR-PAST, ONE-YEAR-FUTURE, TWO-YEAR-FUTURE, THREE-YEAR-FUTURE, FOUR-YEAR-FUTURE, FIVE-YEAR-FUTURE, year signs, HELLO, HOW-YOU, WHATS-UP, FEEL, BETTER, UP-TIL-NOW, #BEEN, SAME-OLD, leave-taking (5): wave bye, BYE-BYE, thumbs up, SEE-you LATER, SEE-you TOMORROW, USE, SAME-AS, be-RELIEVED, TIME, PICTURE+ER, WAIT, DARK+BLUE, PROCEED/GO-AHEAD, PCL (family sitting together), NEXT + TIME, MYSELF*

CULTURE:

- mouthing morphemes
- turn-taking
- greetings and leave-takings
- classifier usage
- cultural topics
- varied topics discussed through advice column

Suggested Activities

NAME	DESCRIPTION
Mid-MP Self-Assessment	Students will fill out a self-assessment form sometime during the middle of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
MP-End Self-Assessment	Students will fill out a self-assessment form toward the end of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
Skits / Dialogues	Students will use target vocabulary to create and engage in dialogues. Throughout the unit, students will build upon skills and develop more in-depth dialogues.
Four Corners	Game to be used both as a vocabulary/skill practice and review game. Students will answer questions and based on his/her answer they will go

	to the corresponding corner. Once there, answers will be explained or elaborated upon in the target language.
Signing Naturally DVD	Students will watch a variety of supplemental activities on the DVD and answer questions, select the correct answer choices, or fill out questionnaires as applicable.
Hot/Cold Game	An object will be hidden in the classroom. Students will use facial expression to guide the “seeker” to finding the missing object. This game helps develop facial expression, a difficult skill for novice signers.
Vocabulary Videos	Students will watch videos of the teacher introducing upcoming vocabulary. The videos will include voicing of the parameters. Students will be required to fill in their vocabulary sheets with the information discussed in the videos. These videos will be available in Google Classroom and will also serve as a library and study source for the students.
Daily Warm-up	Popsicle sticks with students’ names will be located in a small pail in a designated location in the classroom. Students will pick a random popsicle stick each day and use it to help practice fingerspelling classmates names. After a few weeks, students will begin using the sticks to ask questions or complete prompts for the daily warm-up. This will help with learning visual cues, spatial organization, facial expression, production and receptive skills.
Jenga	Jenga can be played with numbered pieces. There will be a contact sheet with current vocabulary. Each piece will correspond to a word/phrase on the contact sheet. Students can play in a small group as a review for quizzes/tests/personal practice.
Dice Games	To review material, students will engage in a variety of dice games. Students will roll dice and depending on the sum of their roll, they will have to sign the vocabulary word or task on the game board. This game applies to various themes.
Miss/Mr. Manners Advice Column	Students will become “advice columnists” for a blog, taking on the role of “Miss/Mr. Hearing Manners” and “Miss/Mr. Deaf Manners” to compare/contrast a variety of acceptable behaviors in mainstream American culture and the American Deaf culture.
Favorite Outfit	Students will discuss favorite outfits throughout the years, complete with descriptions of materials, where they got the clothing and any other information related to target vocabulary.
Student Vocabulary Videos	Students will create their own vocabulary videos to serve as an additional tool for review.

EXTENSION ACTIVITIES:

- **Video entries in GoReact**
- **Interpretive Practice Videos**
- **FlipGrid**
- **Quizlet**
- **For Hearing People Only - selected chapters**
- **Video Resources - varied**

- Signing Naturally - Unit 7 Video activities

INTERDISCIPLINARY CONNECTIONS:

Mathematics: greater than or less than activities

Technology: use of various programs/internet sites/apps on computers

English/Journalism: advice column

21st Century Life & Career Standards:

FORMATIVE ASSESSMENT:

1. Students will engage in natural and spontaneous conversation incorporating target vocabulary from the unit within the signing environment.
2. Teacher will watch student interaction and participation in daily activities to see comprehension, sign production and grasp of grammatical structure.
3. Teacher will ask questions related to the material learned to assess understanding.
4. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
5. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

Integrated Performance Assessment (IPA):

Interpretive: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).

Interpersonal & Presentational: Students will prepare items to be sold at a "flea market." Students will have a variety of different items: something handmade, an article of clothing, an accessory, and something vintage. Students will then "sell" items to classmates during the "flea market." Each student must purchase one of each category of items, and in doing so, they must learn about the item they wish to purchase by asking questions to the seller. Communication must use appropriate vocabulary, grammatical structure, non-manual markers, and turn-taking skills. Shoppers will then present their "flea market" haul in the target language.

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Unit 2: Making Requests, Asking Advice & Unexpected Events	Novice-High	11-12

Topics :	<p><i>Making Requests</i> <i>Fingerspelling: Months</i> <i>Agreement Verbs (Directionality)</i> <i>Agreeing with Conditions</i> <i>Negations (Grammatical Accuracy)</i> <i>Numbers: Giving Phone Numbers</i> <i>Asking for Advice & Providing Suggestions</i> <i>Asking for a Sign</i> <i>Asking for Advice (Awkward) & Classifier Sequencing</i> <i>Negations (Facial Grammar)</i> <i>Comprehension & Retelling a Story</i> <i>Culture: Minimizing Interruptions</i> <i>Culture: Name Signs</i></p>
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Unit Description

<p><i>Students use the target language in the three modes of communication to gain understanding and express information about life events, scheduling, making requests, asking for advice and finding solutions to unexpected events. Students further develop the use of signing spacel sequencing, non-manual features and cultural norms. Grammar, fluency, comprehension, and fingerspelling skills are built upon during the course of this unit. Students will understand the the use of appropriate non-manual features and pacing is essential in discussing the sequence of events. At the end of this unit, all students will be able to negotiate conversations to make requests, agree to help another person, provide conditions, and respectfully decline requests.</i></p>	
<i>Interpretive</i>	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
<i>Interpersonal</i>	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
<i>Presentational</i>	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ● Explaining situations/predicaments ● Making requests ● Fingerspelling: months ● Agreement Verbs (Directionality) ● Agreeing with Conditions ● Negations - making negative statements ● Numbers - using numbers to give phone numbers 	<ul style="list-style-type: none"> ● first explain a situation, then make a request ● decline a request, give a reason ● use appropriate facial expressions (pleading face) when making request ● use appropriate facial expressions (regretful face) when declining ● produce correct form and movement for fingerspelled months

<ul style="list-style-type: none"> ● Asking for Advice and Providing Suggestions ● Asking for a Sign ● Explaining an awkward situation/problem and asking for advice ● Classifier sequencing ● Comprehension & Retelling a Story ● Culture: Minimizing Interruptions ● Culture: Name Signs 	<ul style="list-style-type: none"> ● incorporate number with sign MONTH ● modify verbs to agree with subject and object ● agree to a request, provide a condition ● integrate proper non-manual features when stating the condition ● check if person agrees (gesture) ● use correct grammatical structure and sign choice when translating from English to ASL for negative statements ● produce correct form and movement when giving phone numbers ● explain a problem using the conjunction "THOUGHT-OCCUR" before telling what happened ● ask for advice ● give advice using "WHY+NOT" ● use different strategies to ask for a sign that one does not know ● Explain a situation/problem using "WRONG" before telling what happened ● Follow correct sequencing when using element classifiers (ECLs) to describe spills ● re-tell a story ● change details of a story and re-tell a story ● interrupt politely to explain why one is late or must leave early ● apply principles of naming that are culturally appropriate
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = IPRSNT)	
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

***NOTE: ASL does not have a written component.**

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	SWBAT explain detailed situations before requesting favors	7.1.IL.IPRET.3 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
2	SWBAT politely decline requests	7.1.IL.IPRET.2 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
3	SWBAT politely agree to requests with conditions	7.1.IL.IPRET.2 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
4	SWBAT ask for advice, providing details of a situation and appropriate usage of conjunction that tells what s/he forgot to do	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5
5	SWBAT identify and produce months correctly and use numerical incorporation with months and modify numbers to express frequency	7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.PRSNT.1
6	SWBAT modify agreement verbs to clearly show the subject and object of a sentence	7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3
7	SWBAT analyze and produce the correct grammatical structure for negative English statements	7.1.IL.IPRET.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3
8	SWBAT incorporate tag questions	7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3
9	SWBAT ask and provide phone numbers using identification number patterns	7.1.IL.IPERS.1 7.1.IL.IPERS.2
10	SWBAT utilize all four strategies to ask for a sign	7.1.IL.PRSNT.1 7.1.IL.PRSNT.3

11	SWBAT negotiate conversations to minimize interruptions and when to share reasons for late arrivals/early departures	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5
12	SWBAT differentiate between arbitrary and descriptive name signs, how they are formed, given, and used.	7.1.IL.IPRET.5
13	SWBAT infer the meaning of what is signed in conversations/stories from context or background information	7.1.IL.IPRET.4
14	SWBAT re-tell an adaptation of a story	7.1.IL.PRSNT.1

VOCABULARY (including, but not limited to): NOT-MIND (pleading), NOT-KNOW HOW (declining), TAKE-OFF (plane), CONNECT, MISS (class), PLAN, POSTPONE, WONDER, LAG-BEHIND, CATCH-UP, USE, WAIT++, APPEAR, LOSE-object, LEAVE-ALONE, TICKET, PERFORMANCE, ADDRESS, BOSS, NEW-YORK, AIRPLANE/AIRPORT, FUNERAL, PRINTER, SCANNER, INTERNET, RECENT, MYSELF, be-MIND-STUPID, fs-OT (over time), THROUGH, MAYBE, ALL-INCLUSIVE, fingerspelled months: JAN, FEB, MARCH, APRIL, MAY, JUNE, JULY, AUG, SEPT, OCT, NOV, DEC; AUTUMN, WINTER, SPRING, SUMMER, MONTH, NOW + MONTH, in-PAST-MONTH, in-FUTURE-MONTH, (#)-MONTH+in-PAST, (#)-MONTH+in-FUTURE, YEAR+ONE-FUTURE++, YEAR+TWO-FUTURE, TELL-to, PHONE-to, SEND/MAIL-to, INFORM-to, PAY-to, FIRST-THUMB, UNDERSTAND++, TRUE/SURE, FINE++, #OK, HAPPY, in-EXCHANGE, BUT, “but”, NOT+FINISH, NOT+MUST, SHOULD+NOT, NONE, NOT+HAVE, “wave no”, NOT-YET, NOT-WANT, FORBID / NOT+ALLOW, REFUSE, THOUGHT-OCCUR, WHY+NOT, GOOD+IDEA, MAKE/CREATE, LOCK-UP, CREDIT-CARD, NEXT-TO (neighbor), BAWL-OUT-to, BOTHER-to, TEASE-to, BORROW-FROM, IGNORE-to, LAPTOP, WRONG, HAMBURGER, fs-MUSTARD, SALAD, KETCHUP, KNIFE, PORK, SPOON, SALT + PEPPER, NAPKIN, BREAK, VOMIT, MEANING, GLASS, SCHEDULE, WEDDING (2h) alt.EAT++ (wedding reception), QUOTE, CRACKED-on-iPhone, AND, CANCEL, TOUCH, KNOW+THAT, TAKE-UP, SEMESTER, SOMEONE, LIST, MEAT, MONEY, HAWAII, TEST, GOING-to, STOMACH-BOIL, be-ANGRY, MESS-UP-hair, COMB, SORRY LATE

CULTURE:

- minimizing interruptions
- name signs
- Deaf humor
- varied cultural topics
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Suggested Activities

NAME	DESCRIPTION
Mid-MP Self-Assessment	Students will fill out a self-assessment form sometime during the middle of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
MP-End Self-Assessment	Students will fill out a self-assessment form toward the end of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
Skits / Dialogues	Students will use target vocabulary to create and engage in dialogues. Throughout the unit, students will build upon skills and develop more in-depth dialogues.
Four Corners	Game to be used both as a vocabulary/skill practice and review game. Students will answer questions and based on his/her answer they will go

	to the corresponding corner. Once there, answers will be explained or elaborated upon in the target language.
Signing Naturally DVD	Students will watch a variety of supplemental activities on the DVD and answer questions, select the correct answer choices, or fill out questionnaires as applicable.
Hot/Cold Game	An object will be hidden in the classroom. Students will use facial expression to guide the “seeker” to finding the missing object. This game helps develop facial expression, a difficult skill for novice signers.
Vocabulary Videos	Students will watch videos of the teacher introducing upcoming vocabulary. The videos will include voicing of the parameters. Students will be required to fill in their vocabulary sheets with the information discussed in the videos. These videos will be available in Google Classroom and will also serve as a library and study source for the students.
Daily Warm-up	Popsicle sticks with students’ names will be located in a small pail in a designated location in the classroom. Students will pick a random popsicle stick each day and use it to help practice fingerspelling classmates names. After a few weeks, students will begin using the sticks to ask questions or complete prompts for the daily warm-up. This will help with learning visual cues, spatial organization, facial expression, production and receptive skills.
Jenga	Jenga can be played with numbered pieces. There will be a contact sheet with current vocabulary. Each piece will correspond to a word/phrase on the contact sheet. Students can play in a small group as a review for quizzes/tests/personal practice.
Dice Games	To review material, students will engage in a variety of dice games. Students will roll dice and depending on the sum of their roll, they will have to sign the vocabulary word or task on the game board. This game applies to various themes.
Miss/Mr. Manners Advice Column	Students will become “advice columnists” for a blog, taking on the role of “Miss/Mr. Hearing Manners” and “Miss/Mr. Deaf Manners” to compare/contrast a variety of acceptable behaviors in mainstream American culture and the American Deaf culture.
Winter Break Gratitude Project	Lollipop moments. Based on the TedxTalk by Drew Dudley about recognizing leadership and expressing gratitude for “lollipop moments,” students will acknowledge members of the faculty that students value. Students will create videos to express their recognition for these small “lollipop moments” and appreciation, following with requests for relaxation and a restful break.
Story Activity	Students will develop comprehension and production skills through viewing a story. Students will be assessed on the ability to demonstrate understanding of details pertinent to the story, some which must be inferred due to context and background knowledge. Students will work on fluency by re-telling the story and asking questions about the story.

EXTENSION ACTIVITIES:

- **Video entries in GoReact**
- **For Hearing People Only - selected chapters**

- Video Resources - varied
- Signing Naturally - Unit 8 Video activities

INTERDISCIPLINARY CONNECTIONS:

21st Century Life & Career Standards:

FORMATIVE ASSESSMENT:

1. Students will engage in natural and spontaneous conversation incorporating target vocabulary from the unit within the signing environment.
2. Teacher will watch student interaction and participation in daily activities to see comprehension, sign production and grasp of grammatical structure.
3. Teacher will ask questions related to the material learned to assess understanding.
4. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
5. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

Integrated Performance Assessment (IPA):

Interpretive: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).

Presentational: After viewing a story in class and working to develop comprehension and fluency skills with the prescribed story, students will change details from the story to create an adaptation of the original. The quantity and type of details will be prescribed for equity. Students will present the unique story adaptations using the appropriate vocabulary, role shifting, conditional statements, and grammatical structure in the target language.

Interpersonal: Students will be given calendars, pre-filled with activities, events, and schedule conflicts. Students will engage in a conversation with the teacher and/or peer(s). Students will be able to make requests for specific dates/times and students must also be able to respond appropriately to each request, depending on the calendar provided. When a scheduling conflict or other predicament is presented, students must ask for advice for solution or assistance with a solution. Students must demonstrate agreement, agreement with conditions, and regretful decline while using appropriate vocabulary, grammatical structure, appropriate sign space, non-manual markers, and turn-taking skills.

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Unit 3: Educational Philosophies & Communication Methods, Careers Using ASL, and From High School to College & Beyond	Novice High	11-12

Topics :	<p><i>A More in Detailed Look: The History of ASL/Deaf Education</i></p> <p><i>Individuals Who Impacted the History of ASL/Deaf Education</i></p> <p><i>The Role of Major Events in the History of ASL/Deaf Education</i></p> <p><i>Sign Language Continuum and Modes of Communication</i></p> <p><i>Communication Methods, Assistive Technology & Educational Philosophies</i></p> <p><i>Careers Using ASL</i></p> <p><i>Colleges that offer ASL</i></p> <p><i>Expressing Goals & Dreams</i></p> <p><i>Planning for the Future</i></p> <p><i>Researching Colleges/Programs/Jobs - Achieving Your Goals</i></p>
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Unit Description

<p><i>Students use the target language in the three modes of communication to gain understanding and further knowledge about the history of ASL and Deaf Education. Students will learn about the various modes of communication available to someone who is deaf or hard-of-hearing and the educational philosophies/communication methods that have been implemented throughout the course of the past two-hundred years. Students further development in using conceptually accurate signs, grammar, non-manual components and fingerspelling skills. Students will explore fields that use American Sign Language and will explore a variety of colleges that offer studies in ASL. Students will then examine personal goals and dreams for the future and will investigate colleges and post-secondary programs that can provide successful opportunities. At the end of this unit, all students will be able to use the target language to engage in conversations related to careers within the field of ASL, future goals and aspirations, and plans for after graduating high school (dream college/program/job).</i></p>	
Interpretive	<p><i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i></p>
Interpersonal	<p><i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i></p>
Presentational	<p><i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i></p>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ● Detailed History of ASL/Deaf Education ● Individuals who impacted ASL/Deaf Education ● Major Events in ASL/Deaf Education 	<ul style="list-style-type: none"> ● identify and analyze events and changes throughout the past 200 years of history of ASL/Deaf Education

<ul style="list-style-type: none"> • Sign Language Continuum/Modes of Communication • Communication Methods, Assistive Technology, and Educational Philosophies • Careers Using ASL • Colleges Offering ASL • Expressing Goals & Dreams • Planning for the Future - how will one achieve those dreams? • Researching College, Post-Secondary Programs and Careers 	<ul style="list-style-type: none"> • identify the role of certain individuals and evaluate how s/he impacted the history of ASL/Deaf Education • identify and compare different modes of communication options for the deaf and hard-of-hearing • evaluate where modes of communication fall on the sign language continuum • identify and evaluate educational philosophies implemented throughout the history of Deaf Education • identify, determine usage for, evaluate and compare assistive technology as it relates to varied communication methods and educational philosophies • compose a timeline and present information in target language related to educational philosophies • identify communication methods and how they apply to the varied educational philosophies • identify and explore careers utilizing ASL • present information about careers within the field of ASL in target language • defend importance of ASL advocates • argue the importance of qualified interpreters • explore colleges offering ASL studies • ask/tell about goals and dreams for the future - "What do you want to be when you grow up?" • evaluate area of study, colleges, and careers • create an ASL presentation highlighting post-secondary goals, including college, and/or program of study and/or career with steps to achieve • defend and support choices
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = IPRSNT)	
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

***NOTE: ASL does not have a written component.**

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	SWBAT identify, analyze and discuss events and changes throughout the past 200 years of history of ASL/Deaf Education	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.5
2	SWBAT identify and discuss the role of certain individuals and evaluate how s/he impacted the history of ASL/Deaf Education	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.5
3	SWBAT identify, compare, discuss and debate different modes of communication options for the deaf and hard-of-hearing	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.5
4	SWBAT identify, evaluate, and discuss educational philosophies implemented throughout the history of Deaf Education	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.5
5	SWBAT identify, determine usage for, evaluate and compare assistive technology as it relates to varied communication methods and educational philosophies	7.1.IL.IPRET.1 7.1.IL.IPRET.3 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.5

6	SWBAT compose a timeline and present information in target language related to educational philosophies	7.1.II.PRSNT.1 7.1.II.PRSNT.3 7.1.II.PRSNT.4
7	SWBAT identify and discuss communication methods and how they apply to the varied educational philosophies	7.1.II.IPRET.1 7.1.II.IPRET.3 7.1.II.IPRET.5 7.1.II.IPERS.1 7.1.II.IPERS.5
8	SWBAT identify, explore and present information about careers within the field of ASL in target language	7.1.II.IPRET.1 7.1.II.IPRET.3 7.1.II.IPRET.5 7.1.II.IPERS.1 7.1.II.IPERS.5 7.1.II.PRSNT.1 7.1.II.PRSNT.3
9	SWBAT defend importance of ASL advocates and argue the importance of qualified ASL interpreters	7.1.II.IPERS.1 7.1.II.IPERS.2 7.1.II.IPERS.4 7.1.II.IPERS.5
10	SWBAT identify and discuss post-secondary options for continuing ASL studies	7.1.II.IPERS.1 7.1.II.IPERS.2 7.1.II.IPERS.4 7.1.II.IPERS.5
11	SWBAT discuss goals for the future	7.1.II.IPERS.1 7.1.II.IPERS.2 7.1.II.IPERS.4 7.1.II.IPERS.5
12	SWBAT create an ASL presentation highlighting post-secondary goals, including college, and/or program of study and/or career with steps to achieve	7.1.II.PRSNT.1 7.1.II.PRSNT.2 7.1.II.PRSNT.3
13	SWBAT defend thoughts and opinions	7.1.II.PRSNT.1 7.1.II.PRSNT.2 7.1.II.PRSNT.3

VOCABULARY (including, but not limited to): HISTORY, EDUCATION, TRADITION, VALUE, REMEMBER (look back), HONOR, IMPORTANT, IMPACT, CHANGE, INFLUENCE, AMERICA, ENGLAND, FRANCE, CONNECTICUT, WASHINGTON D.C., COUNTRY, DIPLOMA, FACULTY, APPROVE, CONTRACT, BOAT, PRESIDENT, HEALTH, DECLINE-in-HEALTH, get-STRONGER (improve health), HERITAGE, ADA, SET-UP, IMPRESS-UPON, GALLAUDET+UNIVERSITY, ASD, NTID, DEAF+PRESIDENT+NOW, ROLE-MODEL, EVENT/HAPPEN, RELATE-to, COMMUNICATION+WAY, Abbe Charles Michel de l'Epee, Abbe Roch Ambrose Sicard, William Bolling (Virginia), John Braidwood (England), Thomas Hopkins Gallaudet, Alice Cogswell, Dr. Mason Fitch Cogswell, Laurent Clerc, Helen Keller, Alexander Graham Bell, 1880 Milan Conference, Contact Sign/Pidgin Sign English, Signed English, MCE, Conceptually Accurate Signed English (C.A.S.E.), Signs Supported Speech (SimCom or S.S.S.), Rochester Method, Cued Speech, Signed Exact English (SEE), Total Communication, Bilingual-Bicultural Model, Oral Communication, Cochlear Implants, Deaf-Blind/tactile signing, DEAF-BLIND, CONTINUUM, VARY, CAREER, TEACHER, INTERPRETER, CDI, EDUCATIONAL+INTERPRETER, COUNSELOR, SPEECH+LANGUAGE+PATHOLOGY, AUDIOLOGIST, DORM, SUPERVISOR, school for the deaf, MAJOR, MINOR, OFFER, LIMIT, LEVEL, LANGUAGE, ANALYZE, PSYCHOLOGY, INTERPRET, DEGREE, ASSOCIATE+DEGREE, BACHELOR+DEGREE, MASTER+DEGREE, GRADUATE+DEGREE, STATE, YEAR, FUTURE, GOAL, DREAM (future), COLLEGE, UNIVERSITY, COMMUNITY COLLEGE, program of study, VOCATIONAL+SCHOOL, DO-DO, FINISH, ACTIVITY, GRADUATE, QUALIFIED, SKILL, BEST, WORK/JOB

CULTURE:

- Historical figures in Deaf education
- Historical events in Deaf education
- Basic timeline from the 18th century on trends in Deaf education
- access to qualified services/interpreters

Suggested Activities

NAME	DESCRIPTION
Mid-MP Self-Assessment	Students will fill out a self-assessment form sometime during the middle of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
MP-End Self-Assessment	Students will fill out a self-assessment form toward the end of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
Skits / Dialogues	Students will use target vocabulary to create and engage in dialogues. Throughout the unit, students will build upon skills and develop more in-depth dialogues.
Four Corners	Game to be used both as a vocabulary/skill practice and review game. Students will answer questions and based on his/her answer they will go to the corresponding corner. Once there, answers will be explained or elaborated upon in the target language.
Signing Naturally DVD	Students will watch a variety of supplemental activities on the DVD and answer questions, select the correct answer choices, or fill out questionnaires as applicable.
Hot/Cold Game	An object will be hidden in the classroom. Students will use facial expression to guide the "seeker" to finding the missing object. This game helps develop facial expression, a difficult skill for novice signers.
Dice Games	To review material, students will engage in a variety of dice games. Students will roll dice and depending on the sum of their roll, they will have to sign the vocabulary word or task on the game board. This game applies to various themes.
Vocabulary Videos	Students will watch videos of the teacher introducing upcoming vocabulary. The videos will include voicing of the parameters. Students will be required to fill in their vocabulary sheets with the information discussed in the videos. These videos will be available in Google Classroom and will also serve as a library and study source for the students.
Daily Warm-up	Popsicle sticks with students' names will be located in a small pail in a designated location in the classroom. Students will pick a random popsicle stick each day and use it to help practice fingerspelling classmates names. After a few weeks, students will begin using the sticks to ask questions or complete prompts for the daily warm-up. This will help with learning visual cues, spatial organization, facial expression, production and receptive skills.
Jenga	Jenga can be played with numbered pieces. There will be a contact sheet with current vocabulary. Each piece will correspond to a word/phrase on the contact sheet. Students can play in a small group as a review for quizzes/tests/personal practice.

College Search	Students will research colleges of interest and compile information about programs offered, location, extracurriculars and more to be presented to the class.
Careers using ASL	Students will research various career opportunities that utilize ASL and explore options for continuing studies beyond high school.
Deaf Education, Educational Philosophies & Methods of Communication	Students will explore the various educational philosophies implemented throughout the years in Deaf education. The various methods of communication among those who are deaf and hard-of-hearing will also be examined, providing understanding to the variety of sign seen today. Cochlear implants will also be discussed.
Miss/Mr. Manners Advice Column	Students will become "advice columnists" for a blog, taking on the role of "Miss/Mr. Hearing Manners" and "Miss/Mr. Deaf Manners" to compare/contrast a variety of acceptable behaviors in mainstream American culture and the American Deaf culture.

EXTENSION ACTIVITIES:

- **Video entries in GoReact**
- **For Hearing People Only - selected chapters**
- **Video Resources - varied**
- **EI Deafo by CeCe Bell**

INTERDISCIPLINARY CONNECTIONS:

English/Language Arts: Graphic novel - EI Deafo by CeCe Bell; Excerpts from Deaf Again by Mark Drolsbaugh

Technology: Assistive technology

History/Social Studies: Historical figures and events throughout 200 years of Deaf Education

21st Century Life & Career Standards

- 9.1.12.D.12** Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
- 9.2.12.C.1** Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3** Identify transferable career skills and design alternate career plans.
- 9.2.12.C.5** Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

FORMATIVE ASSESSMENT:

1. Students will engage in natural and spontaneous conversation incorporating target vocabulary from the unit within the signing environment.
2. Teacher will watch student interaction and participation in daily activities to see comprehension, sign production and grasp of grammatical structure.
3. Teacher will ask questions related to the material learned to assess understanding.
4. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.

5. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

Integrated Performance Assessment (IPA):

Interpretive: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).

Presentational: After identifying a goal for the future, students will devise a plan on how to achieve the goal. Students will research post-secondary plans, including college, technical programs, and careers. Using the appropriate vocabulary, grammatical structure, tense indicators and other key concepts, students will present information in target language.

Interpersonal: Option A: Students will become experts on one of the careers within the field of American Sign Language. Each student will be assigned to a different field/career. Students will then be paired up to interview one another and learn information about the field using appropriate reactions, vocabulary, classifiers, grammatical structure, non-manual markers, and turn-taking skills. Option B: Students will engage in mock college interviews. Students will ask/answer questions related to (but not limited to) future goals, reasons for interest in the college, and why s/he would be a good addition to the program at the school. The interview will be assessed on appropriate reactions, vocabulary, classifiers, grammatical structure, non-manual markers, and turn-taking skills.

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Unit 4: Event Planning	Novice High	11-12

Topics :	<p><i>Places around the Neighborhood</i> <i>Business Names</i> <i>Giving the Time</i> <i>Giving Directions & Signer's Perspective</i> <i>Describing a Restaurant</i> <i>Opinions</i> <i>Suggesting a Restaurant</i> <i>Perspective Shift</i> <i>Culture: Keeping Others Informed</i> <i>Planning an Event</i></p>
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Unit Description

<p><i>Students use the target language in the three modes of communication to develop fluency and comprehension. Students will incorporate the use of classifiers to describe details and move further from the source language grammar. Students will develop the use of signing space, transitions and concept cohesion. Grammatical structure and non-manual components are developed throughout this unit. At the end of this unit, all students will have planned an event from start to finish and will be able to present an engaging proposal to classmates in the target language. Students will be able to ask/answer questions related to the proposed event, provide suggestions and politely accept/decline while interacting with appropriate cultural and target language features.</i></p>	
<i>Interpretive</i>	<p><i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i></p>
<i>Interpersonal</i>	<p><i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i></p>
<i>Presentational</i>	<p><i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i></p>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ● Places around a neighborhood ● Business Names ● Giving Time ● Giving Directions & Signer's Perspective ● Describing a Restaurant ● Food & Opinions ● Suggesting a Restaurant 	<ul style="list-style-type: none"> ● ask and answer questions about a neighborhood ● repeat descriptions about neighborhoods ● identify and give signs for names and types of businesses ● form clock numbers correctly ● use rhetorical questions as transition

<ul style="list-style-type: none"> ● Perspective Shift ● Culture: Keeping Others Informed ● Event Planning 	<ul style="list-style-type: none"> ● maintain spatial agreement ● incorporate visual check-ins “KNOW” ● use weak hand to maintain location of corners ● use classifiers to describe restaurant: descriptive (DCLs), locative (LCLs), element (ECLs) ● express opinions about food ● use appropriate NMS with “ONE WARNING” ● use perspective shift to complete the directions ● get attention, permission and express gratitude ● plan details of an event, identify appropriate classifiers for descriptive purposes ● use appropriate NMS to build interest with audience
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = IPRSNT)	
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

***NOTE: ASL does not have a written component.**

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	SWBAT ask and answer questions about a neighborhood	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5
2	SWBAT discuss and describe locations in a neighborhood including names of businesses	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5
3	SWBAT express and understand time	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.4 7.1.IL.IPERS.5
4	SWBAT use rhetorical questions and maintain space when giving and asking for directions	7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5
5	SWBAT understand and use classifiers to provide clear descriptions of environment	7.1.IL.IPRET.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.3
6	SWBAT discuss food and opinions	7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.5
7	SWBAT present details about an event using key concepts and linguistic features	7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3

VOCABULARY (including, but not limited to): DOWNTOWN, BUSINESS, MACHINE area (industrial), HOME area (residential), FARM, COUNTRY, fs-HILLS, DCL (rolling hills), fs-APT, fs-LOFT, fs-CONDO, HOME "area" NEW++ (new construction), HOME "area" OLD++ (older neighborhood) HOME "area" 2h alt. PCL (mansion)++, ACROSS-from, THUMB-loc (back), NEXT-to (right), NEXT-to (left), CHEERFUL, COLD (characteristic), MAD (characteristic), NOSEY, NEAR, ART fs-STUDIO, HORSE fs-TRAIL, FARM++ fs-MARKET, fs-FERRY LCL "boat", SWIM fs-POOL, QUIET, NOISY, fs-SAFE, DANGEROUS, 2h ECL "empty streets", TRAFFIC, CLEAN, DIRTY, SMELL STINKY, BORING, MANY 2h #DO-circle, EXPENSIVE, CHEAP, CHANGE++, PRETTY, DIFFERENT, DIVERSE, MOST, SOME, SEVERAL, HOTEL, STORE, GYM, CITY HALL, POLICE, FIREFIGHTER, PARKING, COFFEE HOUSE, FAST FOOD, fs-RE (real estate), FURNITURE, CAR INSURANCE,

fs-DEPT STORE, SMALL STORE, OPEN ALL-NIGHT, fs-HARDWARE, SANDWICH, LIQUOR STORE, PHONE STORE, FUNERAL (home), CHEAP++, DISCOUNT, fingerspelled stores: HYATT, REMAX, IKEA, AAA, MACY'S, 7-11, ACE, ATT; STARBUCKS, MCDONALDS, DOLLAR STORE, WALMART, TARGET, START, FINISH, LEAVE-FROM, ARRIVE-TO, TIME, CORNER-near right, CORNER-near left, CORNER-far right, CORNER-far left, NEXT-TO, ACROSS FROM, RESTAURANT, FOOD, CHINA, JAPAN, THAI, ITALY, FRANCE, GREECE, INDIA, AMERICA, MEXICO, VEGETABLE, EXPENSIVE, REASONABLE, MEDIUM, CHEAP, DELICIOUS, #OK, CHAMP, GOOD!, FAIR/SO-SO, GOOD++ (pout), LOUSY, DETEST, YUCK, GAG, #PIZZA, SANDWICH, HAMBURGER, PASTA, SALAD, #BBQ, fs-FF, FISH, SHRIMP, CHICKEN, STEAK/MEAT, fs-RICE, SUSHI, DESSERT, BEER, WINE, ALCOHOL, WOOD, GLASS, METAL, STUCCO, fs-CEMENT, ROCK/STONE, RED+BRICK, WHAT-KIND, BAR, VARIOUS-THINGS, HOME+MAKE, INTERESTING, ALL-WAY-DOWN, END-STREET, # BLOCK-AWAY, GO-PAST, LIGHT ECL (traffic light), INTERSECTION, CROSS-STREET, TURN-LEFT, TURN-RIGHT, SUGGEST, WARNING, MEET++, EXPERIENCE, TAKE-CARE-of++, to-NAME, CAN, PEOPLE, NEW, FOREIGN, FAMOUS, SORRY, MISS, be-LATE, TRAFFIC, INVITE, HOPE, COME, ENJOY

CULTURE:

Suggested Activities

NAME	DESCRIPTION
Mid-MP Self-Assessment	Students will fill out a self-assessment form sometime during the middle of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
MP-End Self-Assessment	Students will fill out a self-assessment form toward the end of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
Skits / Dialogues	Students will use target vocabulary to create and engage in dialogues. Throughout the unit, students will build upon skills and develop more in-depth dialogues.
Four Corners	Game to be used both as a vocabulary/skill practice and review game. Students will answer questions and based on his/her answer they will go to the corresponding corner. Once there, answers will be explained or elaborated upon in the target language.
Signing Naturally DVD	Students will watch a variety of supplemental activities on the DVD and answer questions, select the correct answer choices, or fill out questionnaires as applicable.
Hot/Cold Game	An object will be hidden in the classroom. Students will use facial expression to guide the "seeker" to finding the missing object. This game helps develop facial expression, a difficult skill for novice signers.
Dice Games	To review material, students will engage in a variety of dice games. Students will roll dice and depending on the sum of their roll, they will have to sign the vocabulary word or task on the game board. This game applies to various themes.
Vocabulary Videos	Students will watch videos of the teacher introducing upcoming vocabulary. The videos will include voicing of the parameters. Students will be required to fill in their vocabulary sheets with the information discussed in the videos. These

	videos will be available in Google Classroom and will also serve as a library and study source for the students.
Daily Warm-up	Popsicle sticks with students' names will be located in a small pail in a designated location in the classroom. Students will pick a random popsicle stick each day and use it to help practice fingerspelling classmates names. After a few weeks, students will begin using the sticks to ask questions or complete prompts for the daily warm-up. This will help with learning visual cues, spatial organization, facial expression, production and receptive skills.
Jenga	Jenga can be played with numbered pieces. There will be a contact sheet with current vocabulary. Each piece will correspond to a word/phrase on the contact sheet. Students can play in a small group as a review for quizzes/tests/personal practice.
Miss/Mr. Manners Advice Column	Students will become "advice columnists" for a blog, taking on the role of "Miss/Mr. Hearing Manners" and "Miss/Mr. Deaf Manners" to compare/contrast a variety of acceptable behaviors in mainstream American culture and the American Deaf culture.
Event Planning	Students will plan a large event. Each student will pitch their event ideas to the "board" (classmates) and answer questions about the event. They must plan all the details from start to finish, such as: type of event/purpose, date, location (where in the town/city/state), venue, decorations (description of environment), overview of menu, attire, invitations, provide directions to the event, and video advertisement for the event.

EXTENSION ACTIVITIES:

- **Video entries in GoReact**
- **For Hearing People Only - selected chapters**
- **Video Resources - varied**
- **Signing Naturally - Unit 9 Video activities**

INTERDISCIPLINARY CONNECTIONS:

Public Speaking: Engaging an audience and pitching a concept for an event.

FORMATIVE ASSESSMENT:

1. Students will engage in natural and spontaneous conversation incorporating target vocabulary from the unit within the signing environment.
2. Teacher will watch student interaction and participation in daily activities to see comprehension, sign production and grasp of grammatical structure.
3. Teacher will ask questions related to the material learned to assess understanding.
4. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
5. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

Integrated Performance Assessment (IPA):

Interpretive: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).

Presentational & Interpersonal: (P) Students will plan an event. Each student must pitch the event idea/concept to the "board" (classmates and teacher), sharing the type of event/purpose, date, venue, location (where in the town/city/state), decorations (description of environment, overview of menu, attire, directions on how to get to the event, and a video advertisement for the event. The presentation will follow correct grammatical structure, vocabulary, classifiers and non-manual components in the target language. (I) Members of the "board" will interview the presenters, asking questions and providing suggestions for the event. Students will use appropriate turn-taking, attention-getting techniques, reactions, vocabulary, classifiers, grammatical structure, non-manual markers and other target concepts.

Textbooks, Instructional Materials, Websites/Apps (include but not limited to):

Smith, C., Lentz, E., & Mikos, K. (2008). *Signing Naturally, Teacher's Curriculum Guide, Units 1-6*. San Diego, CA: Dawn Sign Press.

Smith, C., Lentz, E., & Mikos, K. (2008). *Signing Naturally, Student Workbook, Units 1-6*. San Diego, CA: Dawn Sign Press.

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See What I'm Saying
Audism Unveiled
The Hammer
Sound and Fury
Sound and Fury: Six Years Later
Your Name is Jonah