

# American Sign Language I Cover Sheet

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

## **Course Information**

---

American Sign Language I

5.0 Credits

Grades 9-12

Bridget Vicini, Curriculum Writer

January 2024

## **Course Overview**

---

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

## **Table of Contents**

---

Unit 1: Alphabet, Greetings and Basic Vocab

Unit 2: Asking for Directions

Unit 3: Making Requests

Unit 4: People and Things

Unit 5: Making/Responding to Requests; Transportation

Unit 6: Feelings and Time

Unit 7: Food and Time

Unit 8: Family; Past, Present, and Future

## Unit 1: Alphabet, Greetings and Basic Vocab

Content Area: **World Languages**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **4-5 weeks**  
Status: **Not Published**

### Summary of the Unit

---

This unit introduces students to American Sign Language by teaching common vocabulary terms as well as discussing practices of the Deaf culture. Students will review video lessons where they will become familiar with grammar concepts used in the language. The videos presented in this unit will include practice dialogue and interactive activities that will test the knowledge of the student as they progress. Students will recognize challenges facing the Deaf community and the different ways Deafness is viewed.

### Essential Questions

---

- How has American Sign Language evolved and how has that impacted the Deaf community?
- What is a challenge Deaf people face when they are living in a predominately hearing world?
- What is the difference between Cultural and Medical Deafness?

### Enduring Understandings

---

Using and recognizing terms in American Sign Language will allow students to communicate efficiently with members of the Deaf community. At the completion of this unit the students will have an new understanding of the Deaf community and the challenges they face. In discussing the history of the language, students will learn about the impact American Sign Language has had on the Deaf community.

## **Summative Assessment and/or Summative Criteria**

---

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

## **Resources**

---

Proximity Learning

## **Unit Plan**

---

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
------------------------------	--------------------	-----------------------------	------------------------

<p>1-2 weeks for each lesson</p>	<p>SWBAT greet classmates using appropriate grammar and will understand the history of the language.</p> <p>SWBAT ask and tell their name.</p> <p>SWBAT recognize the signs for the ASL alphabet.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
<p>1-2 weeks for each lesson</p>	<p>SWBAT use questions and statements to communicate information, including family member names and hearing status.</p> <p>SWBAT communicate their hearing status to another person.</p> <p>SWBAT discuss the</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

	<p>evolution of ASL and the history of disability rights.</p>	<p>Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	
<p>1-2 weeks for each lesson</p>	<p>SWBAT communicate where they live and will recognize vocabulary for different U.S. States.</p> <p>SWBAT describe the differences between cultural and medical views of deafness.</p> <p>SWBAT name two Deaf Friendly cities.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p> <p>Unit Test</p>

		projects	
--	--	----------	--

---

## Standards

---

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.  Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.  Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

---

## Suggested Modifications for Special Education, ELL and Gifted Students

---

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

---

## Suggested Technological Innovations/Use

---

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

---

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

---

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the

organization.

## Unit 2: Asking for Directions

Content Area: **World Languages**  
Course(s):  
Time Period: **1st Marking Period**  
Length: **4-5 weeks**  
Status: **Not Published**

### Summary of the Unit

---

This unit includes lessons on fingerspelling, counting, and various vocabulary terms. By practicing dialogue with classmates and teachers, students will learn about sentence structure and requesting clarification while in conversation. Students will learn about cultural topics including Residential Schools and the integration of technology and American Sign Language. Students will learn how to utilize the skill of glossing for multilingual note taking. Through collaborative practices students will apply their skills by introducing themselves, discussing what they are currently learning, and detailing the location of objects.

### Enduring Understandings

---

Viewing video dialogues of people using American Sign Language will enhance the student's ability to communicate in the Deaf community. Presenting information in American Sign Language will provide students with the confidence to use American Sign Language in conversation. Viewing stories from people in the Deaf community about their experiences in residential schools will provide students with the perspective of someone who has grown up as a Deaf person in a hearing world.

### Essential Questions

---

- What is back-channel feedback and why is it important when holding a conversation in American Sign Language?
- What is the difference between Residential schools and Mainstream Schools?
- Why are alert devices important in the Deaf community?
- Why is it important to communicate whether or not you are hearing to a Deaf person?

### Summative Assessment and/or Summative Criteria

---

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

An end of unit test will be completed.

## **Resources**

---

Proximity Learning.

## **Unit Plan**

---

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

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

<b>Topic/Selection Timeframe</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Benchmarks/Assessments</b>
--------------------------------------	-------------------------------	-------------------------------------	-------------------------------



1-2 Weeks	<p>SWBAT recognize vocabulary for common terms related to school.</p> <p>SWBAT utilize fingerspelling in conversation.</p> <p>SWBAT sign numbers 1-20.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 Weeks	<p>SWBAT express understanding of questions asked in conversation.</p> <p>SWBAT ask for clarification in ASL.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

		<p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	
1-2 Weeks	<p>SWBAT utilize glossing while taking notes in ASL.</p> <p>SWBAT communicate what they are learning to another person in ASL.</p> <p>SWBAT explain the term "Back-channel Feedback".</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p> <p>Unit Test</p>

## **Standards**

---

WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.  Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

---

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

## **Suggested Technological Innovations/Use**

---

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

## **Cross Curricular/21st Century Connections**

---

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

# **Unit 3: Making Requests**

Content Area: **World Languages**

Course(s):

Time Period: **2nd Marking Period**

Length: **4-5 weeks**  
Status: **Published**

## **Summary of the Unit**

---

This unit provides information about making requests, dealing with interruptions and asking for assistance. Students will learn about the differences between the hearing community and the Deaf community regarding how they get the attention of others. As part of the unit vocabulary students will learn how to make simple requests in conversation. Video dialogues and interactive activities will reinforce the information learned in each of the unit lessons supporting the expanse of their knowledge of the language and culture.

## **Enduring Understandings**

---

Students will understand the appropriate way to deal with interruptions while in conversation.

Students will understand how to make requests.

## **Essential Questions**

---

- How do interruptions in the Deaf culture differ from those in the hearing community?
- How do you ask for assistance in American Sign Language?

## **Summative Assessment and/or Summative Criteria**

---

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

An end of unit test will be completed.

## **Resources**

---

Proximity Learning.

Supplemental video lessons.

## Unit Plan

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

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

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
1-2 weeks	SWBAT use inflected verbs during conversation.	May include:  Direct instruction: video demonstration and teacher led  Discussion Board Activities  Collaborative Practice - Group Role Playing & Simulations  Individual & group presentations  Collaborative projects	May include:  Comprehension check: Multiple Choice Questions  Written Translations for video  Student Recorded Video Projects
1-2 weeks	SWBAT make simple requests	May include:	May include:

	<p>SWBAT compare the ways both hearing and Deaf people get the attention of others.</p> <p>SWBAT recognize politeness and interruptions in the Deaf Community.</p>	<p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 weeks	<p>SWBAT handle interruptions in conversation.</p> <p>SWBAT ask for assistance using ASL.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p> <p>Unit test</p>

		Playing & Simulations	
		Individual & group presentations	
		Collaborative projects	

## **Standards**

---

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences or topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

---

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

## **Suggested Technological Innovations/Use**

---

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

## **Cross Curricular/21st Century Connections**

---

Students understand the obligations and responsibilities of being a member of a community, and they

demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

## Unit 4: People and Things

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

### Summary of the Unit

This unit will introduce students to vocabulary used to describe objects including clothing, physical attributes of people, and personalities. Conversations between students will enhance their skills in comparing Deaf people to hearing people. Interactive video dialogues will teach students how to respond to requests and to understand what is being requested while in conversation.

### Enduring Understandings

Creating videos and practicing the vocabulary they have learned in the previous units will enhance their confidence in holding a conversation in American Sign Language. Students will have the opportunity to connect with other students and teachers who will interact with them through video messages.

### Essential Questions

- What are some of the differences between the way Deaf people and hearing people describe a person?
- Why is it important to provide descriptions of people when communicating with someone in ASL?

### Summative Assessment and/or Summative Criteria

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

An end of unit test will be completed as well as a midterm.



## Resources

---

Proximity Learning.

Supplemental video lessons.

## Unit Plan

---

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

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

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
------------------------------	-----------------------	-----------------------------	------------------------

1-2 weeks	<p>SWBAT describe colors and patterns of objects, including clothing.</p> <p>SWBAT describe a person based on their race and ethnicity.</p> <p>SWBAT understand and respond to simple requests for doing tasks such as opening doors, bringing/giving something, etc.</p> <p>SWBAT compare Deaf and Hearing in regards to describing people.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
-----------	--	--	--

1-2 Weeks	<p>SWBAT describe physical attributes of people.</p> <p>SWBAT use classifiers while signing about another person.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 weeks	<p>SWBAT describe the personality of the person they are referring to in conversation.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

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

## Standards

---

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences or topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.PRSNT.2	<p>Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>

## Suggested Modifications for Special Education, ELL and Gifted Students

---

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

## **Suggested Technological Innovations/Use**

---

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

## **Cross Curricular/21st Century Connections**

---

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

# **Unit 5: Making/Responding to Requests; Transportation**

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

## **Summary of the Unit**

---

This unit will introduce students to the vocabulary used for transportation. Students will have the opportunity to combine their knowledge from the previous units with this unit to begin asking more complex questions. This unit includes education on appropriate responses to requests as well as making complicated requests.

## **Enduring Understandings**

---

Students will understand how to appropriately make a request to another person while using ASL to communicate their needs.

Students will recognize the signs for transportation methods and will understand the challenges that transportation can bring to people of the Deaf community.

## **Essential Questions**

---

- How can transportation be challenging for someone in the Deaf community?

- What are some accommodations that can be made to modes of transportation to increase the safety for Deaf people?
- What was Alexander Graham Bell's impact on the Deaf community?

### **Summative Assessment and/or Summative Criteria**

---

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

An end of unit test will be completed.

### **Resources**

---

Proximity Learning.

Supplemental video lessons.

### **Unit Plan**

---

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

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

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
------------------------------	-----------------------	-----------------------------	------------------------

1-2 weeks	<p>SWBAT make complicated requests.</p> <p>SWBAT appropriately get the attention of a Deaf person.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 weeks	<p>SWBAT discuss different types of transportation. SWBAT identify 2 ways Alexander Graham Bell has impacted the Deaf community.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

		<p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	
1-2 weeks	SWBAT respond to requests.	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>



1-2 weeks	SWBAT sign each vocabulary term taught in unit 5.	<p>May Include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p> <p>Unit test</p>
-----------	---	--	---

## Standards

---

WL.NM.7.1.NM.IPERS.1

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

WL.NM.7.1.NM.PRSNT.2

State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

---

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

## **Suggested Technological Innovations/Use**

---

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

## **Cross Curricular/21st Century Connections**

---

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

# **Unit 6: Feelings and Time**

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

## **Summary of the Unit**

---

This unit will introduce vocabulary for emotions and time. Throughout these lessons the students will learn how to communicate their daily schedule to another person, explain how they feel about certain situations and respond appropriately to offers. Through group role playing with classmates, students will practice accepting and declining offers.

## **Enduring Understandings**

---

Presenting the knowledge learned through video messages and class presentations will enhance the

student's understanding of the language.

## Essential Questions

---

- What are some of the differences between the way you explain your emotion in your language compared to how Deaf people explain their emotions?
- What is "cued speech" and who uses it?
- What types of communication methods are used when educators are working with Deaf students?

## Summative Assessment and/or Summative Criteria

---

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

An end of unit test will be completed.

## Resources

---

Proximity Learning.

Supplemental video lessons.

## Unit Plan

---

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

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

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
------------------------------	-----------------------	-----------------------------	------------------------

1-2 weeks	<p>SWBAT talk about emotions and feelings.</p> <p>SWBAT explain the meaning of the term "cued speech".</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 weeks	<p>SWBAT talk about daily activities.</p> <p>SWBAT recognize different approaches to learning for Deaf students.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

		<p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	
1-2 weeks	<p>SWBAT accept and decline offers.</p> <p>SWBAT understand and respond to offers.</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

1-2 weeks	SWBAT recognize and sign all vocabulary terms learned in unit 6.	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p> <p>Unit test</p>
-----------	--	--	---

## Standards

---

WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s)
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

---

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

## **Suggested Technological Innovations/Use**

---

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

## **Cross Curricular/21st Century Connections**

---

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

# **Unit 7: Food and Time**

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

## **Summary of the Unit**

---

This unit introduces the signs for terms related to food. The unit will cover different ways to express time and duration, such as years, months, weeks, hours and minutes. Information included in this unit will teach students about classifiers commonly used in American Sign Language. Through research and class lessons students will learn about well-known people who are either a member of the Deaf community, or have contributed significantly to the Deaf community.

## **Enduring Understandings**

---

Through video based instruction students will be able to recognize signs for food and time.

Students will be able to use the appropriate classifier when discussing duration and terms associated with food.

## **Essential Questions**

---

- How do classifiers help when communicating duration in ASL?
- Identify when classifiers are used in conversation.
- Who is Laurent Clerc?
- Who is Matt Hammil?

## **Summative Assessment and/or Summative Criteria**

---

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

An end of unit test will be completed.

## **Resources**

---

Proximity Learning.

Supplemental video lessons.

## **Unit Plan**

---

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

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

<b>Topic/Selection Timeframe</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Benchmarks/Assessments</b>
--------------------------------------	-------------------------------	-------------------------------------	-------------------------------



1-2 weeks	<p>SWBAT understand food-related vocabulary and classifiers.</p> <p>SWBAT recognize members of the Deaf community who are well-known for their achievements and advocacy.</p>	<p>May Include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role playing &amp; Simulations</p> <p>Individual &amp; Group Presentations</p> <p>Collaborative projects.</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 weeks	SWBAT sign the terms for fruits and food related vocabulary.	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>

		<p>Collaborative Practice - Group Role playing &amp; Simulations</p> <p>Individual &amp; Group Presentations</p> <p>Collaborative projects.</p>	
1-2 weeks	<p>SWBAT understand simple sentences using adjectives of duration, including hour, minute, week, year, etc.</p> <p>SWBAT recognize important people in the history of Deaf culture.</p>	<p>May Include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role playing &amp; Simulations</p> <p>Individual &amp; Group Presentations</p> <p>Collaborative projects.</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p>
1-2 weeks	SWBAT recognize and sign all	May Include:	May include:

vocabulary learned in unit 7.	<p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role playing &amp; Simulations</p> <p>Individual &amp; Group Presentations</p> <p>Collaborative projects.</p>	<p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p> <p>Unit Test.</p>
-------------------------------	---	--

## Standards

---

WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

## Suggested Modifications for Special Education, ELL and Gifted Students

---

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

### **Suggested Technological Innovations/Use**

---

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

### **Cross Curricular/21st Century Connections**

---

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

## **Unit 8: Family; Past, Present, and Future**

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

### **Summary of the Unit**

---

This unit introduces the concept of time as it relates to past, present, and future tenses. Students will learn how to use each tense while discussing events. Included in the unit is the vocabulary for terms related to families such as names of family members, ages, and family relationships. Through projects and teacher led lessons students will learn about members of the Deaf community and will discuss how Deaf families and hearing families differ. Students will have the opportunity to learn about Children of Deaf Adults (CODA) and will participate in discussions about family dynamics.

### **Enduring Understandings**

---

Students will be able to discuss differences in family dynamics, including the experiences of Children of Deaf Adults (CODA).

Through classwork and projects students will be able to learn about different careers that are available to Deaf people and to hearing people.

Students will learn about well known members of the Deaf community by completing a research project profiling a Deaf person of their choice.

## **Essential Questions**

---

- How do you show different tenses when using ASL?
- In what way does your family differ from a Deaf family?
- What does the acronym "CODA" stand for?

## **Summative Assessment and/or Summative Criteria**

---

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

End of unit test.

Final Exam.

## **Resources**

---

Proximity Learning.

Supplemental video lessons.

## **Unit Plan**

---

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

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

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
1-2 weeks	<p>SWBAT talk about events in the past, present and future.</p> <p>SWBAT understand simple sentences using past, present and future tenses.</p> <p>SWBAT appropriately ask about a person's hearing status during a conversation.</p>	<p>May Include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; Group Presentations</p> <p>Collaborative Projects.</p>	<p>May Include:</p> <p>Comprehension Check: Multiple Choice Questions</p> <p>Written translations for video</p> <p>Student recorded video projects</p>
1-2 weeks	<p>SWBAT use and recognize personal pronouns.</p> <p>SWBAT understand the differences and similarities between Deaf family dynamics and</p>	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p>

	<p>hearing family dynamics.</p>	<p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>Student Recorded Video Projects</p>
1-2 weeks	<p>SWBAT talk about family.</p> <p>SWBAT understand simple sentences related to family, including family relationships, number of family members, ages, etc.</p>	<p>May Include:</p> <p>Direct instruction:</p> <p>video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; Group</p>	<p>May Include:</p> <p>Comprehension Check: Multiple Choice Questions</p> <p>Written translations for video</p> <p>Student recorded video projects</p>

		Presentations	
		Collaborative Projects.	
1-2 weeks	SWBAT use and recognize all vocabulary terms learned in unit 8.	<p>May include:</p> <p>Direct instruction: video demonstration and teacher led</p> <p>Discussion Board Activities</p> <p>Collaborative Practice - Group Role Playing &amp; Simulations</p> <p>Individual &amp; group presentations</p> <p>Collaborative projects</p>	<p>May include:</p> <p>Comprehension check: Multiple Choice Questions</p> <p>Written Translations for video</p> <p>Student Recorded Video Projects</p> <p>Unit test</p> <p>Final Exam</p>

## Standards

WL.NH.7.1.NH.IPERS.1

Exchange basic information by recombining memorized words, phrases, and sentences or topics related to self and targeted themes to express original ideas and information.



WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.  Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

Supplemental Video Lessons.

IEP modifications as listed will be implemented.

## **Suggested Technological Innovations/Use**

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

## **Cross Curricular/21st Century Connections**

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.