

**Murrieta Valley Unified School District  
High School Course Outline  
April 2011**

**Department:** Foreign Language

**Course Title:** American Sign Language II

**Course Number:** 4060

**Grade Level:** 10-12

**Length of Course:** Year

**Prerequisite:** Grade C or better in ASL I

**UC/CSU (A-G):** E

**Course Description:** This course meets UC/CSU (E) and District graduation requirements. Students will learn about the language and culture of the deaf community. Intermediate-level receptive and expressive skills will be developed through a variety of instructional activities. Emphasis will be placed on expression in the target language on a regular basis in order to enhance student's linguistic abilities.

**I. Goals**

The students will:

<b>Objectives</b>	<b>Standards</b>
Expand expressive and receptive vocabulary	1.1; 1.2; 1.3; 2.1; 3.1; 4.1; 5.1
Become familiar with grammatical features of the American Sign Language	1.1; 1.2; 1.3; 2.1; 3.1; 4.1; 4.2; 5.1
Increase knowledge of Deaf cultural behaviors, values, and norms	2.1; 2.2; 3.1; 3.2; 4.2; 5.2
Increase visual perception, visual memory, signed fluency, and length of signed interaction	1.1; 1.2; 1.3; 2.1; 3.1; 4.1; 5.1

## II. Outline of Content for Major Areas of Study

Unit Themes	Topics	Key Activities
<b>Semester 1</b>		
<b>Unit 13 &amp; 14 :</b> <i>Express Yourself and Experiences and Current Activity</i>	Lesson 1: <u>Conditional Sentences</u>	<ul style="list-style-type: none"> <li>Practice If/ Then in pairs</li> </ul>
	Lesson 2: <u>Conjunctions</u>	<ul style="list-style-type: none"> <li>Practice sentences using conjunctions</li> </ul>
	Lesson 3: <u>Incorporating Numbers into Time</u>	<ul style="list-style-type: none"> <li>Sign dialogues</li> <li>Create goals in ASL with personal timeline</li> </ul>
	Lesson 4: <u>Competence Signs</u>	<ul style="list-style-type: none"> <li>Sign class schedule and how successful you are</li> </ul>
<b>Unit 15 &amp; 16 :</b> <i>Future Plans and Obligations , and Directions and Instructions</i>	Lesson 1: <u>Obligations</u>	<ul style="list-style-type: none"> <li>Sign job descriptions</li> <li>Dialogues on rescheduling</li> <li>Sign your daily schedule</li> </ul>
	Lesson 2: <u>Prepositions</u>	<ul style="list-style-type: none"> <li>Hide and Seek with objects in the room</li> </ul>
	Lesson 3: <u>Giving Directions</u>	<ul style="list-style-type: none"> <li>Partner signing with directions and guess the place on campus</li> <li>Partner signing with directions around town</li> </ul>
	Lesson 4: <u>'S</u>	<ul style="list-style-type: none"> <li>Fingerspelling Drills</li> <li>Practice Fingerspelling in Sentences</li> </ul>
<b>Unit 17 &amp; 18</b> <i>Suggestions and Advice. Attitudes and Opinions</i>	Lesson 1: <u>Suggestions</u>	<ul style="list-style-type: none"> <li>Partner sign suggestions of evening plans</li> <li>Give confirmation or say no and give alternative</li> </ul>
	Lesson 2: <u>Advice</u>	<ul style="list-style-type: none"> <li>Give partner advice on how to improve their lives (ex. Study more)</li> <li>Create advice for future ASL students</li> </ul>
	Lesson 3: <u>Opinions</u>	<ul style="list-style-type: none"> <li>Students give opinions about specific topic</li> <li>One minute presentations and students chose agree/disagree</li> </ul>
<b>Semester 2</b>		

<b><u>Unit 19 &amp; 20</u></b> <i>Recreational Activities, Travel</i>	Lesson 1 : <u>Continuously and Repeatedly Verbs with Facial Adverbials</u>	<ul style="list-style-type: none"> <li>▪ Student created dialogues</li> <li>▪ Matching game- facial adverbial to the vocabulary</li> </ul>
	Lesson 2: <u>Plural Reduplication Signs</u>	<ul style="list-style-type: none"> <li>▪ Describe a picture using ASL</li> </ul>
	Lesson 3: <u>Travel</u>	<ul style="list-style-type: none"> <li>▪ Story Progression</li> </ul>
	Lesson 4: <u>Signing Extremes</u>	<ul style="list-style-type: none"> <li>▪ Teacher modeled examples</li> <li>▪ Sentence practice</li> </ul>
<b><u>Unit 21 &amp; 22</u></b> <i>Occupations and Professions, and Health</i>	Lesson 1: <u>Job Descriptions</u>	<ul style="list-style-type: none"> <li>▪ Describe occupation from job descriptions</li> <li>▪ Vocabulary Circle game with Jobs</li> </ul>
	Lesson 2: <u>Rhetorical Questions</u>	<ul style="list-style-type: none"> <li>▪ Student created dialogues</li> <li>▪ Expand responses to Rhetorical Questions</li> </ul>
	Lesson 3: <u>Identify Illness using Symptoms</u>	<ul style="list-style-type: none"> <li>▪ Describe symptoms in ASL to identify illness</li> </ul>
<b><u>Unit 23 &amp; 24</u></b> <i>Current Events and Process</i>	Lesson 1: <u>Classifiers</u>	<ul style="list-style-type: none"> <li>▪ Use different classifiers to show size and shape</li> <li>▪ Story telling using Classifiers</li> </ul>
	Lesson 2: <u>Current Events</u>	<ul style="list-style-type: none"> <li>▪ Describe an event from the current news. Partner asks for clarification</li> </ul>
	Lesson 3: <u>Explain building something</u>	<ul style="list-style-type: none"> <li>▪ Students choose something they can do, and explain how to do it in ASL</li> </ul>

### III. Accountability Determinants

#### A. Key Assignments

- **Unit 13 & 14** : Deaf Experiences (close caption, Deaf for a day, etc)
- **Unit 15 & 16** : Draw a map based on signed instructions (group activity)
- **Unit 17 & 18** : Debate
- **Unit 19 & 20** : Present a Travel Story
- **Unit 21 & 22** : Research dream occupation and sign the descriptions and prerequisites
- **Unit 23 & 24** : Pick an activity and teach the class the process

#### B. Assessment Methods

- Receptive language tests and quizzes

- Expressive language dialogue presentations (live and video)
- Self-designed expressive pair and group presentations
- Homework
- Class participation in lecture discussions
- Self-reflection
- Internet research
- Project-based learning
- Interviews

#### **IV. Instructional Materials and Methodologies**

##### **A. Required Textbooks:**

For Hearing People Only 3<sup>rd</sup> Edition, Moore, Matthew S., Levitan, Linda; Deaf Life Press, Rochester, New York, 2003 (selected excerpts)

Learning American Sign Language Levels 1 and 2- Beginning & Intermediate second edition, Humphries, Tom, Padden, Carol; Pearson Education Inc., Boston, MA, 2004

Or

Signing Naturally, Level 1, Student Workbook and Video Text, Smith, Cheri, Lentz, Ella Mae, Mikos, Ken; Dawn Sign Press, San Diego, CA, 1988

##### **B. Supplementary Materials:**

- **ASL dictionary**
- **Sound and Fury DVD**
- **Sound and Fury: Twins DVD**
- **Sound and Fury: Six Years Later DVD**
- **Cecilia's Story DVD**

##### **C. Instructional Methodologies:**

- Paired/group activities
- Cooperative learning
- Role-playing and skits and dialogues
- Grammar and vocabulary drills
- Reading of texts and discussion
- Watch teacher/student/video for receptive understanding
- Students will communicate using the target language the following percentages of time: 100% receptive and 100% expressive.