

ASL 3 Pacing Guide

Days	Unit	Georgia Standards
10	Unit 1 ASL 1 and 2 Review	<p>ASL2.IP1 Students exchange information in the target language, utilizing cultural references where appropriate. Students will:</p> <p style="padding-left: 40px;">F. Ask questions and provide responses based on topics such as self, others, and immediate environment.</p> <p>ASL2.IP2 Students demonstrate skills necessary to initiate, sustain and close exchanges in the target language. Students will:</p> <p style="padding-left: 40px;">C. Use non-manual aspects of ASL to convey and comprehend messages (e.g., eye gaze, and role shifting).</p> <p>ASL2.INT2 Students will comprehend signed and non-manual markers to understand messages in the target language. Students will:</p> <p style="padding-left: 40px;">A. Differentiate among statements, questions, and commands (e.g., reciprocal verbs, distributional verbs).</p> <p>ASL2.IP2 Students demonstrate skills necessary to initiate, sustain and close exchanges in the target language. Students will:</p> <p style="padding-left: 40px;">B. Use simple paraphrasing to convey and comprehend messages (e.g., retelling, and create story from picture stimuli).</p> <p>ASL2.CU1 Students understand perspectives, practices, and products of the culture where the target language is used and how they are interrelated. Students will:</p> <p style="padding-left: 40px;">B. Identify patterns of behavior typically associated with Deaf culture (e.g., Deaf clubs, Deaf sports).</p> <p>ASL2.CCC3 Students develop a better understanding of the English language through a study of the target language. Students will:</p> <p style="padding-left: 40px;">A. Compare vocabulary usage and structural patterns of the target language with English (e.g., conjugation of verbs and time markers)</p>
15	Unit 2 Money	<p>ASL2.IP1 Students exchange information in the target language, utilizing cultural references where appropriate. Students will:</p> <p style="padding-left: 40px;">A. Express needs and preferences (e.g., compare/contrast).</p> <p style="padding-left: 40px;">B. Express feelings and emotions (e.g., varying degrees of intensity, inflection).</p> <p style="padding-left: 40px;">F. Ask questions and provide responses based on topics such as self, others, and immediate environment.</p> <p style="padding-left: 40px;">G. Ask questions and provide responses about plans and events (e.g., time markers, listing, and sequencing).</p>

ASL 3 Pacing Guide

		<p>ASL2.INT2 Students will comprehend signed and non-manual markers to understand messages in the target language. Students will:</p> <p style="padding-left: 40px;">B. Comprehend basic non-manual markers (e.g., facial grammar, mouth phonemes/morphemes).</p> <p>ASL2.P1 Students present information using newly acquired vocabulary, phrases, and patterns. Students will:</p> <p style="padding-left: 40px;">B. Give brief, organized signed presentations, using visual and technological support as appropriate.</p> <p>ASL2.P2 Students present rehearsed and unrehearsed material in the target language, such as dialogues, skits, and poetry. Students will:</p> <p style="padding-left: 40px;">B. Demonstrate comprehension of material.</p>
20	<p>Unit 3 Geography/Travel</p>	<p>ASL2.IP1 Students exchange information in the target language, utilizing cultural references where appropriate. Students will:</p> <p style="padding-left: 40px;">A. Express needs and preferences (e.g., compare/contrast).</p> <p style="padding-left: 40px;">B. Express feelings and emotions (e.g., varying degrees of intensity, inflection).</p> <p style="padding-left: 40px;">F. Ask questions and provide responses based on topics such as self, others, and immediate environment.</p> <p style="padding-left: 40px;">G. Ask questions and provide responses about plans and events (e.g., time markers, listing, and sequencing).</p> <p>ASL2.IP2 Students demonstrate skills necessary to initiate, sustain and close exchanges in the target language. Students will:</p> <p style="padding-left: 40px;">B. Use simple paraphrasing to convey and comprehend messages (e.g., retelling, and create story from picture stimuli).</p> <p style="padding-left: 40px;">C. Use non-manual aspects of ASL to convey and comprehend messages (e.g., eye gaze, and role shifting).</p> <p>ASL2.INT2 Students will comprehend signed and non-manual markers to understand messages in the target language. Students will:</p> <p style="padding-left: 40px;">B. Comprehend basic non-manual markers (e.g., facial grammar, mouth phonemes/morphemes).</p> <p>ASL2.P1 Students present information using newly acquired vocabulary, phrases, and patterns. Students will:</p> <p style="padding-left: 40px;">B. Give brief, organized signed presentations, using visual and technological support as appropriate.</p> <p>ASL2.P2 Students present rehearsed and unrehearsed material in the target language, such as dialogues, skits, and poetry. Students will:</p>

ASL 3 Pacing Guide

		<p>A. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency sign production skills of rehearsed and unrehearsed materials.</p> <p>B. Demonstrate comprehension of material.</p> <p>ASL2.CU1 Students understand perspectives, practices, and products of the culture where the target language is used and how they are interrelated. Students will:</p> <p>C. Examine international Deaf communities (e.g., foreign deaf communities and sign languages, international organizations, Deaf Way, World Federation of the Deaf, and Deaf Lympics).</p>
20	Unit 4 Glossing	<p>ASL2.IP2 Students demonstrate skills necessary to initiate, sustain and close exchanges in the target language. Students will:</p> <p>A. Initiate, participate in, and close an exchange.</p> <p>C. Use non-manual aspects of ASL to convey and comprehend messages (e.g., eye gaze, and role shifting).</p> <p>ASL2.INT1 Students understand information on new and familiar topics presented in the target language through a variety of media including authentic narratives and materials. Students will:</p> <p>B. Comprehend culturally authentic ASL genres (e.g., poetry, jokes, and stories).</p> <p>ASL2.INT2 Students will comprehend signed and non-manual markers to understand messages in the target language. Students will:</p> <p>A. Differentiate among statements, questions, and commands (e.g., reciprocal verbs, distributional verbs).</p> <p>B. Comprehend basic non-manual markers (e.g., facial grammar, mouth phonemes/morphemes).</p> <p>ASL2.CCC1 Students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. Students will:</p> <p>B. Relate information acquired in other subjects, such as the use of technology</p> <p>ASL2.CCC3 Students develop a better understanding of the English language through a study of the target language. Students will:</p> <p>A. Compare vocabulary usage and structural patterns of the target language with English (e.g., conjugation of verbs and time markers)</p>
	Unit 5 Storytelling	<p>ASL2.IP1 Students exchange information in the target language, utilizing cultural references where appropriate. Students will:</p> <p>D. Give descriptions (e.g., advanced classifiers).</p>

ASL 3 Pacing Guide

15		<p>ASL2.IP2 Students demonstrate skills necessary to initiate, sustain and close exchanges in the target language. Students will:</p> <ul style="list-style-type: none"> B. Use simple paraphrasing to convey and comprehend messages (e.g., retelling, and create story from picture stimuli). C. Use non-manual aspects of ASL to convey and comprehend messages (e.g., eye gaze, and role shifting). <p>ASL2.INT1 Students understand information on new and familiar topics presented in the target language through a variety of media including authentic narratives and materials. Students will:</p> <ul style="list-style-type: none"> A. Identify main ideas and essential details while viewing an ASL signed narrative. B. Comprehend culturally authentic ASL genres (e.g., poetry, jokes, and stories). <p>ASL2.P1 Students present information using newly acquired vocabulary, phrases, and patterns. Students will:</p> <ul style="list-style-type: none"> A. Retell main ideas and essential details from level-appropriate ASL materials (e.g., summarizing signed narratives). B. Give brief, organized signed presentations, using visual and technological support as appropriate.
15	<p>Unit 6 Partner Song</p>	<p>ASL2.IP2 Students demonstrate skills necessary to initiate, sustain and close exchanges in the target language. Students will:</p> <ul style="list-style-type: none"> B. Use simple paraphrasing to convey and comprehend messages (e.g., retelling, and create story from picture stimuli). C. Use non-manual aspects of ASL to convey and comprehend messages (e.g., eye gaze, and role shifting). <p>ASL2.P1 Students present information using newly acquired vocabulary, phrases, and patterns. Students will:</p> <ul style="list-style-type: none"> B. Give brief, organized signed presentations, using visual and technological support as appropriate. <p>ASL2.P2 Students present rehearsed and unrehearsed material in the target language, such as dialogues, skits, and poetry. Students will:</p> <ul style="list-style-type: none"> A. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency sign production skills of rehearsed and unrehearsed materials. <p>ASL2.CCC3 Students develop a better understanding of the English language through a study of the target language. Students will:</p>

ASL 3 Pacing Guide

		<p>A. Compare vocabulary usage and structural patterns of the target language with English (e.g., conjugation of verbs and time markers)</p> <p>ASL2.CCC5 Students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. Students will:</p> <p>B. Illustrate how the target language and culture studied are evident in and through the media, entertainment, and technology.</p> <p>C. Locate and use resources in the target language, such as individuals and organizations accessible through the community.</p>
15	<p>Unit 7 Idioms/Deaf Sayings/Slang</p>	<p>ASL2.IP2 Students demonstrate skills necessary to initiate, sustain and close exchanges in the target language. Students will:</p> <p>C. Use non-manual aspects of ASL to convey and comprehend messages (e.g., eye gaze, and role shifting).</p> <p>ASL2.INT1 Students understand information on new and familiar topics presented in the target language through a variety of media including authentic narratives and materials. Students will:</p> <p>B. Comprehend culturally authentic ASL genres (e.g., poetry, jokes, and stories).</p> <p>ASL2.INT2 Students will comprehend signed and non-manual markers to understand messages in the target language. Students will:</p> <p>B. Comprehend basic non-manual markers (e.g., facial grammar, mouth phonemes/morphemes).</p> <p>ASL2.P1 Students present information using newly acquired vocabulary, phrases, and patterns. Students will:</p> <p>B. Give brief, organized signed presentations, using visual and technological support as appropriate.</p> <p>ASL2.CCC3 Students develop a better understanding of the English language through a study of the target language. Students will:</p> <p>A. Compare vocabulary usage and structural patterns of the target language with English (e.g., conjugation of verbs and time markers)</p> <p>B. Use level-appropriate idiomatic expressions and slang in the target language (e.g., “loser”, “whatever”, train-gone-finish).</p>
25	<p>Unit 8 Medical</p>	<p>ASL2.IP1 Students exchange information in the target language, utilizing cultural references where appropriate. Students will:</p> <p>A. Express needs and preferences (e.g., compare/contrast).</p>

ASL 3 Pacing Guide

		<p>B. Express feelings and emotions (e.g., varying degrees of intensity, inflection).</p> <p>C. Request help and clarification (e.g., how to communicate at a Deaf event).</p> <p>D. Give descriptions (e.g., advanced classifiers).</p> <p>E. Give and follow directions and instructions (e.g., locatives, and indexing).</p> <p>F. Ask questions and provide responses based on topics such as self, others, and immediate environment.</p> <p>ASL2.IP2 Students demonstrate skills necessary to initiate, sustain and close exchanges in the target language. Students will:</p> <p>B. Use simple paraphrasing to convey and comprehend messages (e.g., retelling, and create story from picture stimuli).</p> <p>C. Use non-manual aspects of ASL to convey and comprehend messages (e.g., eye gaze, and role shifting).</p> <p>ASL2.INT1 Students understand information on new and familiar topics presented in the target language through a variety of media including authentic narratives and materials. Students will:</p> <p>C. Understand instructions (e.g., 2-3 step directions, recipes).</p> <p>ASL2.P1 Students present information using newly acquired vocabulary, phrases, and patterns. Students will:</p> <p>A. Retell main ideas and essential details from level-appropriate ASL materials (e.g., summarizing signed narratives).</p> <p>B. Give brief, organized signed presentations, using visual and technological support as appropriate.</p> <p>ASL2.CCC4 Students identify current events of the target culture. Students will:</p> <p>A. Give information regarding major current events of the target culture.</p> <p>B. Understand the impact of major current events on the target culture.</p>
25	<p>Unit 9 De'VIA/Literature</p>	<p>ASL2.IP1 Students exchange information in the target language, utilizing cultural references where appropriate. Students will:</p> <p>A. Express needs and preferences (e.g., compare/contrast).</p> <p>C. Request help and clarification (e.g., how to communicate at a Deaf event).</p> <p>D. Give descriptions (e.g., advanced classifiers).</p> <p>E. Give and follow directions and instructions (e.g., locatives, and indexing).</p> <p>ASL2.INT1 Students understand information on new and familiar topics presented in the target language through a variety of media including authentic narratives and materials. Students will:</p>

ASL 3 Pacing Guide

		<p>A. Identify main ideas and essential details while viewing an ASL signed narrative.</p> <p>B. Comprehend culturally authentic ASL genres (e.g., poetry, jokes, and stories).</p> <p>C. Understand instructions (e.g., 2-3 step directions, recipes)</p> <p>ASL2.P1 Students present information using newly acquired vocabulary, phrases, and patterns. Students will:</p> <p>A. Retell main ideas and essential details from level-appropriate ASL materials (e.g., summarizing signed narratives).</p> <p>B. Give brief, organized signed presentations, using visual and technological support as appropriate.</p> <p>ASL2.CCC1 Students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. Students will:</p> <p>B. Relate information acquired in other subjects, such as the use of technology.</p>
<p>15</p>	<p>Unit 10 Independent Song</p>	<p>ASL2.IP2 Students demonstrate skills necessary to initiate, sustain and close exchanges in the target language. Students will:</p> <p>B. Use simple paraphrasing to convey and comprehend messages (e.g., retelling, and create story from picture stimuli).</p> <p>C. Use non-manual aspects of ASL to convey and comprehend messages (e.g., eye gaze, and role shifting).</p> <p>ASL2.P1 Students present information using newly acquired vocabulary, phrases, and patterns. Students will:</p> <p>B. Give brief, organized signed presentations, using visual and technological support as appropriate.</p> <p>ASL2.P2 Students present rehearsed and unrehearsed material in the target language, such as dialogues, skits, and poetry. Students will:</p> <p>A. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency sign production skills of rehearsed and unrehearsed materials.</p> <p>ASL2.CCC3 Students develop a better understanding of the English language through a study of the target language. Students will:</p> <p>A. Compare vocabulary usage and structural patterns of the target language with English (e.g., conjugation of verbs and time markers)</p>

ASL 3 Pacing Guide

		<p>ASL2.CCC5 Students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. Students will:</p> <ul style="list-style-type: none">B. Illustrate how the target language and culture studied are evident in and through the media, entertainment, and technology.C. Locate and use resources in the target language, such as individuals and organizations accessible through the community.
--	--	---

***** The days given are an estimated amount of time and subject to change based on student comprehension and performance.**