



Course Description:

Recommended Grade Level: High School grade 12

Course Length: School year, 1 class period

Credits: 1

Course Weighting: 1.0

Course Rationale:

Decades of research on the benefits of second language acquisition/learning provides an impressive rationale for world language instruction in terms of the cognitive benefits, academic achievement, and development of positive attitudes toward cultural diversity. In addition, Westerville and Central Ohio's multicultural and multiethnic communities and their growing economies demand increased contact and face to face interaction with members of other cultures both in Ohio and around the world.

The study of another language and culture

- enables students to interact and communicate with others while gaining a greater understanding of and respect for the cultural perspectives, practices and products of different cultures;
- provides an appreciation of state and national responsibilities in the world community;
- enables students to become multilingual and multicultural resources for American and international businesses based in the state of Ohio;
- strengthens critical-thinking skills through problem solving, conceptualizing, and reasoning;
- enhances the ability to see connections between the various disciplines by incorporating visual and performing arts, health and physical education, language arts literacy, mathematics, science, social studies, and workplace readiness into the language classroom;
- develops the skills and habits essential to the learning process;
- facilitates the acquisition of subsequent languages;
- provides a competitive edge in career choices and in professional development;
- offers language enrichment opportunities for students whose heritage language is not English; and
- provides students with a sense of personal satisfaction and enjoyment in their ability to communicate with people from other cultures.

Course Information

Pacing Guide:

	Topics of Study	Estimated Time (in weeks)
1	Pre-Assessment Mouth Morphemes Life Events Sentence Types	2-3 days 3 weeks 3 weeks 3 weeks
2	Pronouns Audism Holiday Songs	3 weeks 3 weeks 2-3 weeks
3	Gallaudet Life College Unit Song Interpretation	1-2 weeks 3 weeks 4 weeks
4	Post-Assessment Sports (Culture & Signs) Common ASL Phrases/Idioms In-Service Learning: Elementary School Project	2-3 days 3 weeks 2-3 weeks Part time for 8 weeks
SEMESTER ASSESSMENT		

Primary Resource Recommendation:

Text:

American Sign Language Green Books Units 1-9, 10-18, 19-27
Signing Naturally Level 3
Signing Naturally Level 2
A Journey Into the Deaf World

Other Resources:

Pursuit of ASL- Classifiers
Daily Moth News-Youtube Channel
Sign Enhancers Series
Mr. Holland's Opus
Beyond Silence
Children of a Lesser God
The Hammer
See What I'm Saying; Deaf Entertainers' Documentary
"Crisis of the Deaf Child" Article
Youtube Channels
Teacher made Videos
Audism Unveiled
Hear and Now
Louder Than Words
Sweet Nothing in My Ear

Content Standards by Topic

Scope and Sequence:

Pre-Assessment

Time: 2-3 days

A pre-assessment will be given to determine the students ability to use the target language in an authentic, functional setting. Students will be evaluated based on their ability in three areas: Interpersonal, Interpretive, and Presentational.

The pre-assessment allows the teacher to determine students' individual strengths, weaknesses, knowledge, and skills in ASL prior to instruction. The anticipated level of a student entering ASL 4 is Intermediate Low.

Topic of Study: Mouth Morphemes

(Estimated time 3 weeks)

Content Standard	Interpretive Communication 1. Derive meaning from messages and texts using listening, reading and viewing strategies. (a,b,c,e,f) 3. Comprehend and interpret information in authentic messages and informational texts. (b, d, e) 4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts. (a, c) Interpersonal Communication 2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics. (b, f, g) Presentational Communication 1. Convey meaning using writing processes and presentation strategies. (a-f) 2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines. (b, c)
Essential Questions	What is a mouth morpheme and how are they are used? Which mouth morpheme is used to convey a specific meanings?
Enduring Understanding	Students will understand that different mouth morphemes are used to convey additional information in conjunction with the sign.
Expectations for Learning	Students will be able to use the proper morpheme. Students will be able to understand the meaning of morphemes in context.

Key Concepts/Vocabulary	Unit focuses on facial grammar. Use any vocabulary than can be expressed in degrees, such as “BEAUTIFUL” i.e. pretty, beautiful, gorgeous, etc.
Content Elaborations	Students will incorporate only the most commonly used mouth morphemes into their signing projects.
Learning Targets	I can express different intensities of vocabulary words. I can use the proper morpheme to convey intended meaning. I can comprehend the range of meaning based on the morpheme used. I can identify the meaning of learned mouth morphemes.
Assessments	Formative: partner activities teacher observations whole class response daily checks for understanding exit tickets Summative: Receptive assessments Signing (Production) assessments Cultural Assessments Grammar assessments
Instructional Strategies and Resources - can keep together or separate	Teacher led activities Partner activities Small group activities Videos - from Curriculum and YouTube and teacher made Signing Naturally Curriculum
Considerations for Intervention and Acceleration	One on one work with instructor during group and partner work Independent, differentiated work.
Considerations for Cultural Relevance/Inclusivity/ Diversity	Provide culturally diverse examples and models in the Deaf language models. Include diverse vocabulary Access to current events in modern, diverse world.

Topic of Study: Life Events

(Estimated time 3 weeks)

Content Standard	<p>Interpretive Communication</p> <ol style="list-style-type: none">1. Derive meaning from messages and texts using listening, reading and viewing strategies. (a,b,c,e,f)4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts. (a, b, c, g) <p>Interpersonal Communication</p> <ol style="list-style-type: none">1. Negotiate meaning using requests, clarifications and conversation strategies. (a-e)2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics. (a, b, d, e)3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics. (a, b) <p>Presentation Communication</p> <ol style="list-style-type: none">1. Convey meaning using writing processes and presentation strategies. (a-f)2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines. (b,c)
Essential Questions	How do I use transitions when I sign a series of life events? How do I sign a story that contains a series of life events? What Non Manual Markers accompany the transitions?
Enduring Understanding	Students will understand how to sign a series of life events using a variety of transitions and vocabulary.
Expectations for Learning	Students will be able to correctly sign a story containing at least 8 life events using at least 3 different transition techniques.
Key Concepts/Vocabulary	Family events vocab (born, grow up, date, marry, divorce, etc) Education/Career vocab (college, graduate, apply, etc)
Content Elaborations	Students will use the transitional phrases that are commonly used when telling about a series of life events and appropriate Non Manual Markers that accompany them. These will focus on family and career related events.

Learning Targets	I can use a variety of transitions to tell a sequence of events. I can tell a story about a person's life events. I can understand a person's life story.
Assessments	Formative: partner activities teacher observations whole class response daily checks for understanding exit tickets Summative: Receptive assessments Signing (Production) assessments Cultural Assessments Grammar assessments
Instructional Strategies and Resources - can keep together or separate	Teacher led activities Partner activities Small group activities Videos - from Curriculum and YouTube and teacher made Signing Naturally Curriculum
Considerations for Intervention and Acceleration	One on one work with instructor during group and partner work Independent, differentiated work
Considerations for Cultural Relevance/Inclusivity/ Diversity	Provide culturally diverse examples and models in the Deaf language models. Include diverse vocabulary Access to current events in modern, diverse world.

Topic of Study: Sentence Types

(Estimated time 3 weeks)

Content Standard	<p>Interpretive Communication</p> <p>1. Derive meaning from messages and texts using listening, reading and viewing strategies. (a, b, f)</p> <p>3. Comprehend and interpret information in authentic messages and informational texts. (b, c, e, f)</p> <p>4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts. (a, c)</p> <p>Interpersonal Communication</p> <p>1. Negotiate meaning using requests, clarifications and conversation strategies. (a-e)</p> <p>2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics. (a, b, d, f, g)</p> <p>Presentational Communication</p> <p>1. Convey meaning using writing processes and presentation strategies. (a-f)</p> <p>2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines. (a, b, c)</p>
Essential Questions	What are the Non Manual Markers to accompany each of the different sentence types? How can I improve the variety of sentence types in my signing repertoire?
Enduring Understanding	Students will be able to recognize when and why Deaf incorporate mouth morphemes into their signing and use them, as well.
Expectations for Learning	Students will be able to correctly use a mouth morpheme that correctly adds the intended meaning to signs.
Key Concepts/Vocabulary	Vocab can vary. Key concepts: Non-Manual Markers are used to differentiate between sentence types. Creating complex sentences
Content Elaborations	The focus of this unit will be limited to the sentence types that have been previously taught and reviewed. Sentence complexity will be consistent with an Intermediate Low proficiency level.
Learning Targets	I can use a variety of sentences types.

	<p>I can the proper sentence type in a given situation.</p> <p>I can understand a message that uses different sentence types.</p> <p>I can identify different sentence types in context.</p>
Assessments	<p>Formative:</p> <p>partner activities</p> <p>teacher observations</p> <p>whole class response</p> <p>daily checks for understanding</p> <p>exit tickets</p> <p>Summative:</p> <p>Receptive assessments</p> <p>Signing (Production) assessments</p> <p>Cultural Assessments</p> <p>Grammar assessments</p>
Instructional Strategies and Resources - can keep together or separate	<p>Teacher led activities</p> <p>Partner activities</p> <p>Small group activities</p> <p>Videos - from Curriculum and YouTube and teacher made</p> <p>Signing Naturally Curriculum</p>
Considerations for Intervention and Acceleration	<p>One on one work with instructor during group and partner work</p> <p>Independent, differentiated work</p>
Considerations for Cultural Relevance/Inclusivity/ Diversity	<p>Provide culturally diverse examples and models in the Deaf language models.</p> <p>Include diverse vocabulary</p> <p>Access to current events in modern, diverse world.</p>

Topic of Study: Pronouns

(Estimated time 3 weeks)

Content Standard	<p>Interpretive Communication</p> <p>1. Derive meaning from messages and texts using listening, reading and viewing strategies. (a, d, f)</p> <p>3. Comprehend and interpret information in authentic messages and informational texts. (b, c, e, f)</p> <p>4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts. (a, c)</p> <p>Interpersonal Communication</p> <p>1. Negotiate meaning using requests, clarifications and conversation strategies. (a, b)</p> <p>2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.(b, d)</p> <p>Presentational Communication</p> <p>1. Convey meaning using writing processes and presentation strategies. (a, c, f)</p> <p>2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines. (b)</p>
Essential Questions	How do I use each of the different types of pronouns correctly in narratives and sentences? How do I pluralize each of the different types of pronouns?
Enduring Understanding	Students will use pronouns appropriately for their proficiency level and recognize their meaning in ASL signing.
Expectations for Learning	Students will be able to use the correct pronoun for the situation.
Key Concepts/Vocabulary	Personal, possessive, reflexive, and number referent pronouns.
Content Elaborations	This unit will focus on the types of pronouns and be consistent with an Intermediate Low Proficiency level.
Learning Targets	<p>I can use the proper pronoun in a given situation.</p> <p>I can identify different pronouns.</p> <p>I can understand different pronouns in context.</p>

Assessments	<p>Formative:</p> <ul style="list-style-type: none"> partner activities teacher observations whole class response daily checks for understanding exit tickets <p>Summative:</p> <ul style="list-style-type: none"> Receptive assessments Signing (Production) assessments Cultural Assessments Grammar assessments
Instructional Strategies and Resources - can keep together or separate	<ul style="list-style-type: none"> Teacher led activities Partner activities Small group activities Videos - from Curriculum and YouTube and teacher made Signing Naturally Curriculum
Considerations for Intervention and Acceleration	<ul style="list-style-type: none"> One on one work with instructor during group and partner work Independent, differentiated work
Considerations for Cultural Relevance/Inclusivity/ Diversity	<ul style="list-style-type: none"> Provide culturally diverse examples and models in the Deaf language models. Include diverse vocabulary Access to current events in modern, diverse world.

Topic of Study: Audism
(Estimated time 3 weeks)

Content Standard	<p>Cultures Standard:</p> <ol style="list-style-type: none"> 1. Analyze and describe relationships among products, practices and perspectives and compare them across cultures. (a, c, e, f, g, h) 2. Experience the target language and culture(s) and share information and personal reactions with others. (d, h)
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Essential Questions	What does Audism mean? How does Audism compare with other “-isms”? How does my understanding of implicit bias impact my understanding of and relationship to people different from me? How can I improve my understanding of myself to increase my self-awareness of general empathy towards people different from me?
Enduring Understanding	Students will gain an awareness of the different types of “-isms” and recognize in themselves if and when they hold implicit biases against groups different from themselves.
Expectations for Learning	Students will be able to recognize and explain the most common forms of bias and avoid applying stereotypes. Students will help dispel common stereotypical and discriminatory information to others.
Key Concepts/Vocabulary	Audism is the discrimination against someone based on Deafness. Audist beliefs are present and enduring in current times.
Content Elaborations	The Audism unit will compare Audism with other commonly known “-isms” and implicit biases. Students will broaden their understanding and acceptance of those who are different from themselves.
Learning Targets	I can explain the concept of Audism. I can give examples of Audist behaviors and beliefs I can identify Audist behaviors. I can discuss power and privilege. I can explain how discrimination affects people. I can explain how discrimination can manifest in society.
Assessments	Formative: partner activities teacher observations whole class response daily checks for understanding exit tickets Summative: Receptive assessments Signing (Production) assessments Cultural Assessments Grammar assessments

Instructional Strategies and Resources - can keep together or separate	Teacher led activities Partner activities Small group activities Videos - from Curriculum and YouTube and teacher made Signing Naturally Curriculum
Considerations for Intervention and Acceleration	One on one work with instructor during group and partner work Independent, differentiated work
Considerations for Cultural Relevance/Inclusivity/ Diversity	Provide culturally diverse examples and models in the Deaf language models. Include diverse vocabulary Access to current events in modern, diverse world.

Topic of Study: Holiday Songs

(Estimated time 3 weeks)

Content Standard	Presentational Communication 1. Convey meaning using writing processes and presentation strategies. (a, c, e, f) 3. Present a range of literary, creative and artistic endeavors to audiences near or far. (a, b, e)
Essential Questions	How do you make music visually interesting for Deaf people?
Enduring Understanding	Students will understand how music and songs can be conveyed in ASL.
Expectations for Learning	Students will be able to sign a conceptually accurate holiday song in ASL. Students will be able to understand why different signs are chosen to convey a concept in ASL. Students will perform these songs to the school staff and students.
Key Concepts/Vocabulary	Creative signing that shows the variety of signing. Students will demonstrate to other students and staff a holiday song performed in ASL.
Content Elaborations	Students will memorize songs that have already been interpreted into ASL. They will not interpret any holiday songs on their own.

Learning Targets	<p>I can sign a song that uses conceptually accurate ASL to convey the lyrics.</p> <p>I can explain why different signs are chosen to match the feeling and intent of the song.</p> <p>I can perform the song, matching feeling and intent.</p>
Assessments	<p>Formative:</p> <p>partner activities</p> <p>teacher observations</p> <p>whole class response</p> <p>daily checks for understanding</p> <p>exit tickets</p> <p>Summative:</p> <p>Signing (Production) assessments</p>
Instructional Strategies and Resources - can keep together or separate	<p>Teacher led activities</p> <p>Partner activities</p> <p>Small group activities</p> <p>Videos - from Curriculum and YouTube and teacher made</p> <p>Signing Naturally Curriculum</p>
Considerations for Intervention and Acceleration	<p>One on one work with instructor during group and partner work</p> <p>Independent, differentiated work</p>
Considerations for Cultural Relevance/Inclusivity/ Diversity	<p>Provide culturally diverse examples and models in the Deaf language models</p>

Topic of Study: Gallaudet Life
(Estimated time 3 weeks)

Content Standard	<p>Interpretive Communication</p> <ol style="list-style-type: none"> 1. Derive meaning from messages and texts using listening, reading and viewing strategies. (a, b, c, e, f) 2. Identify how authentic sources convey viewpoints and use authentic sources critically. (b, d) 3. Comprehend and interpret information in authentic messages and informational texts. (b, c, d, e, f) 4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts. (a, b, g) <p>Cultures Standard:</p> <ol style="list-style-type: none"> 1. Analyze and describe relationships among products, practices and perspectives and compare them across cultures. (h) 2. Experience the target language and culture(s) and share information and personal reactions with others. (a, d, e)
Essential Questions	What is there to know about Gallaudet University? What programs, sports, majors, etc are offered? What is it like to be a student at Gallaudet University?
Enduring Understanding	Students will have a greater awareness of the history of Gallaudet University, the programs offered and a greater appreciation for the experiences of the Deaf college student at Gallaudet University.
Expectations for Learning	Students will be able to write a report highlighting the unique environment of Gallaudet University.
Key Concepts/Vocabulary	College related vocab Community and culture of the Gallaudet campus History and modern relevance and importance of a Deaf college.
Content Elaborations	The focus of this unit will be the information about Gallaudet's programs that can be found online.
Learning Targets	<p>I can discuss the history and importance of Gallaudet University to the Deaf Community.</p> <p>I can discuss the educational advantage of being in a Deaf-centric environment.</p> <p>I can use and understand college vocabulary to discuss Gallaudet University.</p>

Assessments	<p>Formative:</p> <ul style="list-style-type: none"> partner activities teacher observations whole class response daily checks for understanding exit tickets <p>Summative:</p> <ul style="list-style-type: none"> Receptive assessments Signing (Production) assessments Cultural Assessments Grammar assessments
Instructional Strategies and Resources - can keep together or separate	<ul style="list-style-type: none"> Teacher led activities Partner activities Small group activities Videos - from Curriculum and YouTube and teacher made Signing Naturally Curriculum
Considerations for Intervention and Acceleration	<ul style="list-style-type: none"> One on one work with instructor during group and partner work Independent, differentiated work
Considerations for Cultural Relevance/Inclusivity/ Diversity	<ul style="list-style-type: none"> Provide culturally diverse examples and models in the Deaf language models. Include diverse vocabulary Access to current events in modern, diverse world.

Topic of Study: College
(Estimated time 3 weeks)

Content Standard	<p>Interpretive Communication</p> <p>1. Derive meaning from messages and texts using listening, reading and viewing strategies. (a, b, c)</p> <p>3. Comprehend and interpret information in authentic messages and informational texts. (a, b, d)</p> <p>4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts. (a, g)</p> <p>Interpersonal Communication</p> <p>1. Negotiate meaning using requests, clarifications and conversation strategies. (a, b, c, d, e)</p> <p>2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics. (b, d, e)</p> <p>3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics. (a, b, c)</p> <p>Presentational Communication</p> <p>1. Convey meaning using writing processes and presentation strategies. (a, c, d, e, f, g)</p> <p>2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines. (b, f)</p>
Essential Questions	What vocabulary is necessary to learn and know? How can I incorporate the target vocabulary into my signing repertoire? What content is important for high school juniors and seniors to know about going to college so it can be incorporated into this unit?
Enduring Understanding	Students will have a better understanding of the college experience.
Expectations for Learning	Students will be able to explain in the target language various college programs college life offers
Key Concepts/Vocabulary	College majors/minors vocab Financial vocab Living arrangements vocab
Content Elaborations	Content will be focused on dorm life, college courses, transportation and fees. Vocabulary will focus on these topics.
Learning Targets	I can use learned vocabulary to discuss my plans after high school. I can understand others' post high school plans.

	<p>I can discuss what other people may do once they graduate.</p> <p>I can discuss college course offerings and options.</p>
Assessments	<p>Formative:</p> <ul style="list-style-type: none"> partner activities teacher observations whole class response daily checks for understanding exit tickets <p>Summative:</p> <ul style="list-style-type: none"> Receptive assessments Signing (Production) assessments Cultural Assessments Grammar assessments
Instructional Strategies and Resources - can keep together or separate	<ul style="list-style-type: none"> Teacher led activities Partner activities Small group activities Videos - from Curriculum and YouTube and teacher made Signing Naturally Curriculum
Considerations for Intervention and Acceleration	<ul style="list-style-type: none"> One on one work with instructor during group and partner work Independent, differentiated work
Considerations for Cultural Relevance/Inclusivity/ Diversity	<ul style="list-style-type: none"> Provide culturally diverse examples and models in the Deaf language models. Include diverse vocabulary Access to current events in modern, diverse world.

Topic of Study: Song Interpretation

(Estimated time 2-3 weeks)

Content Standard	<p>Interpretive Communication</p> <p>1. Derive meaning from messages and texts using listening, reading and viewing strategies. (b, c, e, f)</p> <p>4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts. (h, i)</p> <p>Presentational Communication</p> <p>1. Convey meaning using writing processes and presentation strategies. (c, d, f, g)</p> <p>3. Present a range of literary, creative and artistic endeavors to audiences near or far. (a, b, c, e)</p>
Essential Questions	How do I interpret a song into ASL? What linguistic elements must I keep in mind when interpreting a song into ASL? How do I use the visual nature of ASL to choose the best sign to convey a particular meaning?
Enduring Understanding	Students will understand that song interpretation has different considerations and complexities required to convey information from lyrics.
Expectations for Learning	Students will be able to interpret and convey the intended meaning of a song using the target language.
Key Concepts/Vocabulary	How signs are chosen (word choice) in an interpretation. Specific vocab will change based on songs chosen that year.
Content Elaborations	Songs will be appropriate for school in terms of content, vocabulary, length, complexity and meaning.
Learning Targets	<p>I can understand word choice selections in interpreted songs.</p> <p>I can discuss and choose proper ASL vocabulary to convey the intent of the song.</p> <p>I can sign a practiced song in ASL.</p>

Assessments	Formative: partner activities teacher observations whole class response daily checks for understanding exit tickets Summative: Receptive assessments Signing (Production) assessments Cultural Assessments Grammar assessments
Instructional Strategies and Resources - can keep together or separate	Teacher led activities Partner activities Small group activities Videos - from Curriculum and YouTube and teacher made Signing Naturally Curriculum
Considerations for Intervention and Acceleration	One on one work with instructor during group and partner work Independent, differentiated work.
Considerations for Cultural Relevance/Inclusivity/ Diversity	Provide culturally diverse examples and models in the Deaf language models. Include diverse vocabulary Access to current events in modern, diverse world.

Topic of Study: Sports
(Estimated time 3 weeks)

Content Standard	<p>Interpretive Communication</p> <p>1. Derive meaning from messages and texts using listening, reading and viewing strategies. (a, b, c, e, f)</p> <p>3. Comprehend and interpret information in authentic messages and informational texts. (b, c, d, e, f)</p> <p>Interpersonal Communication</p> <p>1. Negotiate meaning using requests, clarifications and conversation strategies. (a-e)</p> <p>2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics. (a,b,d, g)</p> <p>3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics. (a, b, c)</p> <p>Presentational Communication</p> <p>1. Convey meaning using writing processes and presentation strategies. (a, b, c, f)</p> <p>2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines. (a, b, c, f, h)</p> <p>Cultures Standard:</p> <p>2. Experience the target language and culture(s) and share information and personal reactions with others. (a, d, e)</p>
Essential Questions	<p>What vocabulary is necessary to learn for this unit? How can I incorporate these new signs into my signing repertoire. How did the Deaflympics start? Who are some well-known Deaf athletes and what are their accomplishments? Why are sports important for ASL development and standardization.</p>
Enduring Understanding	<p>Students will understand the role that sports play in the Deaf community.</p>
Expectations for Learning	<p>Students will be able to discuss the different sports organizations in the Deaf community and the importance they play in the Deaf Culture.</p>
Key Concepts/Vocabulary	<p>Sport specific vocab (TD, interception, basket, etc.)</p> <p>Sport vocab (hockey, basketball, volleyball, etc.)</p> <p>Information related to the history and importance of sports in the Deaf community</p>

Content Elaborations	The focus of this unit will be limited to the understanding of how sports impacted the development of ASL, the process by which deaf children are enculturated into the Deaf community, and common terminology related to sports.
Learning Targets	I can prepare a report that outlines the contributions of a Deaf athlete. I can sign information to others about the athlete I researched. I can understand signed information using learned sports vocabulary. I can discuss Deaf-centric sports organizations.
Assessments	Formative: partner activities teacher observations whole class response daily checks for understanding exit tickets Summative: Receptive assessments Signing (Production) assessments Cultural Assessments Grammar assessments
Instructional Strategies and Resources - can keep together or separate	Teacher led activities Partner activities Small group activities Videos - from Curriculum and YouTube and teacher made Signing Naturally Curriculum
Considerations for Intervention and Acceleration	One on one work with instructor during group and partner work Independent, differentiated work
Considerations for Cultural Relevance/Inclusivity/ Diversity	Provide culturally diverse examples and models in the Deaf language models. Include diverse vocabulary Access to current events in modern, diverse world.

Topic of Study: Common ASL Phrases/Idioms

(Estimated time 3 weeks)

Content Standard	<p>Interpretive Communication</p> <p>1. Derive meaning from messages and texts using listening, reading and viewing strategies. (a, b, e, f)</p> <p>3. Comprehend and interpret information in authentic messages and informational texts. (b)</p> <p>Interpersonal Communication</p> <p>1. Negotiate meaning using requests, clarifications and conversation strategies. (a, b, c, d, e)</p> <p>2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics. (b, d)</p> <p>3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.(a, b)</p> <p>Presentational Communication</p> <p>1. Convey meaning using writing processes and presentation strategies. (a, b, c, d, e, f)</p> <p>2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines. (b, c, d)</p>
Essential Questions	What common phrases and idioms are commonly used? How do I use them appropriately for a particular situation?
Enduring Understanding	Students understand that each language will have its own unique phrases and idioms.
Expectations for Learning	Students will be able to use ASL phrases and idioms properly and understand their meaning when used in context.
Key Concepts/Vocabulary	<p>“Sick” family</p> <p>“STUCK”</p> <p>“GULP”</p> <p>“TRAIN-GO SORRY”</p> <p>“GULLIBLE”</p>
Content Elaborations	Limited to common and modern seen in the Deaf community.
Learning Targets	<p>I can use ASL idioms correctly in a signed message.</p> <p>I can understand the meaning of ASL idioms when used in a message.</p>

	<p>I can understand there is a difference between ASL and English idioms.</p> <p>I can understand that an English idiom will not be signed literally.</p>
Assessments	<p>Formative:</p> <ul style="list-style-type: none"> partner activities teacher observations whole class response daily checks for understanding exit tickets <p>Summative:</p> <ul style="list-style-type: none"> Receptive assessments Signing (Production) assessments Cultural Assessments Grammar assessments
Instructional Strategies and Resources - can keep together or separate	<ul style="list-style-type: none"> Teacher led activities Partner activities Small group activities Videos - from Curriculum and YouTube and teacher made Signing Naturally Curriculum
Considerations for Intervention and Acceleration	<ul style="list-style-type: none"> One on one work with instructor during group and partner work Independent, differentiated work
Considerations for Cultural Relevance/Inclusivity/ Diversity	<ul style="list-style-type: none"> Provide culturally diverse examples and models in the Deaf language models. Include diverse vocabulary Access to current events in modern, diverse world.

Topic of Study: Service Learning - Elementary School Teaching

(Estimated time Part time over 8 weeks)

<p>Content Standard</p>	<p>Interpretive Communication</p> <p>2. Identify how authentic sources convey viewpoints and use authentic sources critically. a, d</p> <p>Interpersonal Communication</p> <p>1. Negotiate meaning using requests, clarifications and conversation strategies. d</p> <p>2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics. a, b, c, d, h</p> <p>Presentational Communication</p> <p>1. Convey meaning using writing processes and presentation strategies. a,</p> <p>2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines. a, c,</p> <p>Cultures Standard:</p> <p>1. Analyze and describe relationships among products, practices and perspectives and compare them across cultures. b, i</p> <p>2. Experience the target language and culture(s) and share information and personal reactions with others. d</p>
<p>Essential Questions</p>	<p>What is included in an appropriate lesson to teach elementary aged children basic ASL vocabulary? What signs do I include in each lesson? How do I develop the materials needed to teach elementary aged students? How do I assess what the children learning to inform my next lesson? How do I work together in my group to create the lesson and materials? What do I need to coordinate with the elementary teacher to create the schedule of lessons? What do I need to know about the students to create appropriate and engaging lessons?</p>
<p>Enduring Understanding</p>	<p>Students will gain a deeper understanding of the teaching profession, children, and teaching and learning ASL. Students will develop and understand the organizational, cooperative and leadership skills needed to complete larger projects.</p>
<p>Expectations for Learning</p>	<p>Students will be able to create a basic lesson plan for elementary aged students.</p> <p>Students will be able to organize, plan, and implement the lesson.</p>

	Students will be able to coordinate with other students and with teachers to create and implement the lesson.
Key Concepts/Vocabulary	Organization, leadership, cooperation, lesson planning, working with children, patience, time management
Content Elaborations	Students do not formally assess the students' learning. Students only create lessons based on the topics provided, using a template.
Learning Targets	I can create a basic lesson plan for elementary aged students. I can coordinate and collaborate with peers and teachers. I can organize, plan, and implement a lesson. I can explain the teaching and learning process.
Assessments	Formative: partner activities teacher observation daily checks for understanding exit tickets Summative: Rubric grade based on creativity and completeness of lesson plans, attendance during lesson and cooperating teacher input.
Instructional Strategies and Resources - can keep together or separate	Teacher led activities Partner activities Small group activities Videos - from Curriculum and YouTube and teacher made Signing Naturally Curriculum
Considerations for Intervention and Acceleration	One on one work with instructor during group and partner work Independent, differentiated work
Considerations for Cultural Relevance/Inclusivity/ Diversity	Provide culturally diverse examples and models in the Deaf language models. Include diverse vocabulary Access to current events in modern, diverse world.

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