



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">American Sign Language II</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">100221, 100222</div> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">CREDIT TYPE EARNED:</td> <td style="border: 1px solid black; padding: 2px;">CALPADS CODE:</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">World Languages</td> <td style="border: 1px solid black; padding: 2px;">9131</td> </tr> </table>	CREDIT TYPE EARNED:	CALPADS CODE:	World Languages	9131	<p>Subject Area:</p> <p> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	<p>Grade Level(s)</p> <p> <input checked="" type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 </p>		
CREDIT TYPE EARNED:	CALPADS CODE:							
World Languages	9131							
<p>Was this course <u>previously approved by UC for PUHSD</u>?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services) </p> <p>Which A-G Requirement does/will this course meet?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">E</td> <td style="border: 1px solid black; padding: 2px;"><input type="checkbox"/> Pending</td> </tr> </table>	E	<input type="checkbox"/> Pending	<p style="text-align: center;">Credential Required to teach this course: To be completed by Human Resources only.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> SS or Specific Supplementary Auth'. Foreign language aligned with language of instruction </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;"> </td> <td style="border: 1px solid black; padding: 5px; text-align: center;"> 2/29/2024 </td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>			2/29/2024	Signature	Date
E	<input type="checkbox"/> Pending							
	2/29/2024							
Signature	Date							
<p>Submitted by: Matthew Thomas Site: SSC Date: 02/15/24 Email: matthew.thomas@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other: </p>							
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>						
Director of Curriculum & Instruction								
Asst. Superintendent of Educational Services	Kandy Mackemul	3/7/24						
Governing Board								

Prerequisite(s) (REQUIRED):
American Sign Language I
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
American Sign Language II focuses on Units 7–11 in the Signing Naturally series. The units comprise several kinds of lessons, including functional (conversational or narrative) skill building, comprehension, cultural, and review. The functional lessons introduce vocabulary and key grammar structures through the use of key dialogues or narratives. Skill building lessons focus on practicing detailed language features that support students’ general ASL production, such as various number types, expanded fingerspelling practice, space and semantic use of agreement or spatial verbs, use of negation signs. The comprehension lessons use stories to expand students’ skills to process and figure meanings from larger chunks of signed information. The culture lessons focus on behaviors and knowledge that enable students to act in appropriate linguistic and social ways, and to gain more cultural insight on the Deaf community.

B. COURSE CONTENT
Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
This course's purpose is to take students with basic knowledge of ASL and Deaf culture and provide them with the skills needed to communicate in a wider array of situations, to further develop their language and fluency and to advance their level of comprehension of ASL in culturally appropriate ways.
Course Outline (REQUIRED): <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
Unit 5: Talking about Activities By the end of unit 5 students will be able to ask and tell what errands they must do in the next few days, by sequencing errands and using FINISH and verb GO-TO. They will also be able to use time signs to tell how

often a person does a chore. They will tell what a person does for a living and will be able to invite a person to accompany them to do an activity together.

Unit 5: Talking about Activities Assignments

- **Calendar Talks:** An input-based activity where you talk to your students about the weather, the date, and important events that are happening in their lives and in the world
- **Holidays activities:** Students will learn signing vocabulary that are specific to particular holidays.
- **Calendar Signs video assignment:** This assignment reviews calendar signs, and allows students to prove understanding by answering multiple choice questions translating what they watch into English.
- **Agreement Verbs:** Students review agreement verbs, and allows students to prove understanding by answering multiple choice questions translating what they watch into English.
- **Deaf Profile:** Students read about this famous person in the deaf community and then they answer comprehension questions.
- **Dialogue Practice:** Students create a dialogue practicing ASL Gloss and English side by side. Then they present the dialogue to the class, or make a video.
- **Famous Deaf Athlete Research Project:** Students will research famous Deaf athletes and their experiences. They will then create a presentation to share with the class.
- **Parameter Charts (ASL Phonology):** Students analyze vocabulary by the five parameters of a sign using a graphic organizer.
- **Glossing Exercises:** Students write using the rules of glossing as notated in the SN textbook for signed exercises throughout each unit.
- **Warm Ups/Exit Tickets:** Students respond to prompt and complete writing exercises (ex. Quickwrites, Writing Roulette, \$2 Summaries, etc...).
- **Learning Logs/Pear Decks:** Students write about their learning before, during, and/or after lessons either digitally or physically in a notebook.
- **Story Maps:** Students map out perspectives, role shifts, and spatial organization for expressive exercises and prompts.
- **Through Deaf Eyes Video Clips:** Students will participate in discussion activities based on video clips and related to topics learned in the unit.
- **Unit 5 Quiz:** Unit quizzes are used to evaluate student understanding of content. Various quizzes (numbers, fingerspelling, mid unit review) will be given as needed to analyze student understanding and provide meaningful insights for informing and enhancing instructional practices.

Unit 6: Storytelling

By the end of unit 6 students will be able to narrate a story using one-person role shift, two-person role shift, transitions, and facial expressions.

Unit 6: Storytelling Assignment:

- **Conceptual Accuracy (Music Video/Song Project):** The objective of this assignment is to enhance students' understanding of American Sign Language (ASL) through the application of conceptual accuracy in translating a chosen song into ASL gloss. Students will develop their skills in expressing the meaning and emotions conveyed in the lyrics of a song while considering the cultural and

linguistic nuances of ASL. Students are welcomed to choose their own song; HOWEVER, it must be approved by the teacher.

Unit 7: Describing People and Things

By the end of unit 7 students will be able identify a person in a room, adding descriptions to confirm. They will be able to produce correct form and movement for clothing related words. They increase their fluency in producing numbers 1-100. They will follow a sequence to describe an item, and ask and tell what something is made of. They will use appropriate signs to translate English sentences with “have” in them. They will also be able to correctly translate English sentences with spatial verbs and make sure the verbs show agreement with the locations that have been established for places. They will learn to use the reactions to the following: “Oh”, “I see”, “Few”, “Many”, “Wow”, “Made-up You”. They will use greetings and make eye-contact, and acknowledge each other when passing by.

Unit 7: Describing People and Things Assignments

- **Receptive:** The Tailor: Students will analyze the story “The Tailor,” using their receptive and expressive skills. They will choose multiple vocabulary words to analyze and solidify pre taught concepts and vocabulary.
- **Expressive Prompt (Wanted Poster Project):** Students will develop fluency describing a person’s physical characteristics and personality, in detail and in the correct sequence, using descriptive signs and appropriate classifiers. To do this students will create a “Wanted” poster and a related video where students will warn the class of your outlaw using ASL.
- **Through Deaf Eyes Video Clips:** Students will participate in discussion activities based on video clips and related to topics learned in the unit.
- **Parameter Charts (ASL Phonology):** Students analyze vocabulary by the five parameters of a sign using a graphic organizer.
- **Glossing Exercises:** Students write using the rules of glossing as notated in the SN textbook for signed exercises throughout each unit.
- **Warm Ups/Exit Tickets:** Students respond to prompt and complete writing exercises (ex. Quickwrites, Writing Roulette, \$2 Summaries, etc...).
- **Learning Logs/Pear Decks:** Students write about their learning before, during, and/or after lessons either digitally or physically in a notebook.
- **Story Maps:** Students map out perspectives, role shifts, and spatial organization for expressive exercises and prompts.
- **Unit 7 Quiz:** Unit quizzes are used to evaluate student understanding of content. Various quizzes (numbers, fingerspelling, mid unit review) will be given as needed to analyze student understanding and provide meaningful insights for informing and enhancing instructional practices.

Unit 8: Making Requests/Asking for Advice

By the end of Unit 8, the students will be able to explain a situation and then make a request, decline, give reason, use a pleading face when making the request, and use a regretful face when deciding. They will produce correct form and movement for fingerspelling months incorporating numbers with sign Month. They will modify verbs to agree with subject and object “from me to you” “from you to me” “from someone to another” They will explain situations, make requests, and agree with conditions integrating head nods

with raised eyebrows when stating the condition. Use the correct word order when translating from English to ASL (time location topic and negation). The students will be able to explain problems using the conjunction “though-occur” before telling what happened, they will ask for advice, give advice using “why+not”. They will be able to use different strategies to ask for a sign. They will modify verbs to agree with the subject. They will be able to interrupt politely to explain why they are late or have to leave early.

Unit 8: Making Requests/Asking for Advice Assignments

- **Deaf History Month Project:** Students will explore important events impacting the Deaf community. Students will learn the history of Deaf education, advocacy for Deaf rights, the formation of Deaf organizations, explore Deaf art, and debunk popular misconceptions about the Deaf community.
- **Expressive Practice (Fortune Teller Partner Dialogue):** Students will practice their receptive and expressive competency by creating their own fortune teller scene.
- **Business Cards Number Practice:** Students will introduce business cards to four classmates. They will provide their name, phone number, and email address. They will write down a classmate's business card information (their name, phone number, and email.)
- **Through Deaf Eyes Video Clips:** Students will participate in discussion activities based on video clips and related to topics learned in the unit.
- **Unit 8 Quiz:** Unit quizzes are used to evaluate student understanding of content. Various quizzes (numbers, fingerspelling, mid unit review) will be given as needed to analyze student understanding and provide meaningful insights for informing and enhancing instructional practices.
- **Parameter Charts (ASL Phonology):** Students analyze vocabulary by the five parameters of a sign using a graphic organizer.
- **Glossing Exercises:** Students write using the rules of glossing as notated in the SN textbook for signed exercises throughout each unit.
- **Warm Ups/Exit Tickets:** Students respond to prompt and complete writing exercises (ex. Quickwrites, Writing Roulette, \$2 Summaries, etc...).
- **Learning Logs/Pear Decks:** Students write about their learning before, during, and/or after lessons either digitally or physically in a notebook.
- **Story Maps:** Students map out perspectives, role shifts, and spatial organization for expressive exercises and prompts.
- **Unit 8 Exam:** Students demonstrate their knowledge of different vocabulary, grammar skills, and culture topics.

Unit 9: Restaurants/Locations + Food/Money

By the end of unit 9 the student will be able to repeat descriptions of the neighborhood, give signs for name and type of business. They will form clock numbers correctly, narrate about their own neighborhood with emphasis on using rhetorical questions as a transition and maintaining spatial agreement. They will give directions to places using “know” and weak hand to maintain the location of the corner when signing “Next-to” or “Across-from”. They will be able to describe a restaurant using DCLs and LCLs and ECLs (classifiers). They will use perspective shifts to complete directions. They will also be able to translate yes-no questions following word order.

Unit 9: Restaurants/Locations + Food/Money Assignments

- **Dialogue Partner Practice:** Students will be able to create a dialogue discussing buildings, types of residences, the type of people who live there, their opinions of the neighborhood and additional information that is appropriate for the conversation.
- **Through Deaf Eyes Video Clips:** Students will participate in discussion activities based on video clips and related to topics learned in the unit.
- **Unit 9 Quiz:** Unit quizzes are used to evaluate student understanding of content. Various quizzes (numbers, fingerspelling, mid unit review) will be given as needed to analyze student understanding and provide meaningful insights for informing and enhancing instructional practices.
- **Community Maps + Directions:** Students will be able to successfully give directions within their community to important places in their neighborhood and their school.
- **Expressive Prompt (Restaurant Scene):** Students will write, create, and perform a restaurant scenario. They will go through the process of greeting, being seated, ordering, conversation, paying, and exiting the restaurant.
- **Parameter Charts (ASL Phonology):** Students analyze vocabulary by the five parameters of a sign using a graphic organizer.
- **Glossing Exercises:** Students write using the rules of glossing as notated in the SN textbook for signed exercises throughout each unit.
- **Warm Ups/Exit Tickets:** Students respond to prompt and complete writing exercises (ex. Quickwrites, Writing Roulette, \$2 Summaries, etc...).
- **Learning Logs/Pear Decks:** Students write about their learning before, during, and/or after lessons either digitally or physically in a notebook.
- **Story Maps:** Students map out perspectives, role shifts, and spatial organization for expressive exercises and prompts.
- **Unit 9 Exam:** Students demonstrate their knowledge of different vocabulary, grammar skills, and culture topics.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

The following are ongoing writing assignments that will be completed throughout each unit:

- **Parameter Charts (ASL Phonology):** Students analyze vocabulary by the five parameters of a sign using a graphic organizer.
- **Glossing Exercises:** Students write using the rules of glossing as notated in the SN textbook for signed exercises throughout each unit.
- **Warm Ups/Exit Tickets:** Students respond to prompt and complete writing exercises (ex. Quickwrites, Writing Roulette, \$2 Summaries, etc...).
- **Learning Logs/Pear Decks:** Students write about their learning before, during, and/or after lessons either digitally or physically in a notebook.
- **Story Maps:** Students map out perspectives, role shifts, and spatial organization for expressive exercises and prompts.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Signing Naturally Units 7-12

Edition:

Author: Cheri Smith, Ella Mae Lentz, Ken Mikos

ISBN: 978-1-58121-221-1

Publisher: DawnSignPress

Publication Date: 2014

Usage:

- Primary Text
 Read in entirety or near

Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
 Read in entirety or near

Supplemental Instructional Materials *Please include online, and open source resources if any.*

ASLDeafined - Website access / student accounts

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$

Description of Additional Costs:

Additional costs:\$

Total cost per class set of instructional materials: \$

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Unit 5: Key Assignments

- **Calendar Talks:** An input-based activity where you talk to your students about the weather, the date, and important events that are happening in their lives and in the world

- **Holidays activities:** Students will learn signing vocabulary that are specific to particular holidays.
- **Calendar Signs video assignment:** This assignment reviews calendar signs, and allows students to prove understanding by answering multiple choice questions translating what they watch into English.
- **Agreement Verbs:** Students review agreement verbs, and allows students to prove understanding by answering multiple choice questions translating what they watch into English.
- **Deaf Profile:** Students read about this famous person in the deaf community and then they answer comprehension questions.
- **Dialogue Practice:** Students create a dialogue practicing ASL Gloss and English side by side. Then they present the dialogue to the class, or make a video.
- **Famous Deaf Athlete Research Project:** Students will research famous Deaf athletes and their experiences. They will then create a presentation to share with the class.

Unit 6: Key Assignment

- **Conceptual Accuracy (Music Video/Song Project):** The objective of this assignment is to enhance students' understanding of American Sign Language (ASL) through the application of conceptual accuracy in translating a chosen song into ASL gloss. Students will develop their skills in expressing the meaning and emotions conveyed in the lyrics of a song while considering the cultural and linguistic nuances of ASL. Students are welcomed to choose their own song; However, it must be approved by the teacher.

Unit 7: Key Assignments

- **Receptive:** The Tailor: Students will analyze the story “The Tailor,” using their receptive and expressive skills. They will choose multiple vocabulary words to analyze and solidify pre taught concepts and vocabulary.
- **Expressive Prompt (Wanted Poster Project):** Students will develop fluency describing a person’s physical characteristics and personality, in detail and in the correct sequence, using descriptive signs and appropriate classifiers. To do this students will create a “Wanted” poster and a related video where students will warn the class of your outlaw using ASL.

Unit 8: Key Assignments

- **Deaf History Month Project:** Students will explore important events impacting the Deaf community. Students will learn the history of Deaf education, advocacy for Deaf rights, the formation of Deaf organizations, explore Deaf art, and debunk popular misconceptions about the Deaf community.
- **Expressive Practice (Fortune Teller Partner Dialogue):** Students will practice their receptive and expressive competency by creating their own fortune teller scene.
- **Business Cards Number Practice:** Students will introduce business cards to four classmates. They will provide their name, phone number, and email address. They will write down a classmate's business card information (their name, phone number, and email.)

Unit 9: Key Assignments

- **Dialogue Partner Practice:** Students will be able to create a dialogue discussing buildings, types of residences, the type of people who live there, their opinions of the neighborhood and additional information that is appropriate for the conversation.
- **Through Deaf Eyes Video Clips:** Students will participate in discussion activities based on video clips and related to topics learned in the unit.
- **Unit 9 Quiz:** Unit quizzes are used to evaluate student understanding of content. Various quizzes (numbers, fingerspelling, mid unit review) will be given as needed to analyze student understanding and provide meaningful insights for informing and enhancing instructional practices.
- **Community Maps + Directions:** Students will be able to successfully give directions within their community to important places in their neighborhood and their school.
- **Expressive Prompt (Restaurant Scene):** Students will write, create, and perform a restaurant scenario. They will go through the process of greeting, being seated, ordering, conversation, paying, and exiting the restaurant.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Demonstration: Teacher demonstrates proper ASL vocabulary and grammar, which students then repeat and use in real-world simulated situations.

Storytelling: Students watch stories in ASL to be exposed to Deaf culture, as well as learn various grammatical rules appropriate for ASL.

Drills and practice: Students practice grammar translation with various drills and spontaneous conversation daily.

Collaboration: Students work together creating real-world situations to practice learned concepts.

Concept mapping: Students use visual mapping to help create conversations in proper ASL.

Games: Students play various games to solidify concepts and vocabulary learned in class.

Simulations: Students create various real-world situations to practice learned concepts and vocabulary.

Graphic organizers: Students use graphic organizers to help create conversations in proper ASL. They also use them to analyze the parameters of ASL vocabulary words.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Expressive and Voices Off In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Quizzes and Tests

- Writing Assessments
- Projects (including Artifact, Written and Expressive Assessment)