Perris Union High School District
Course of Study

A. COURSE INFORMATION

Course Title:
(limited to 34 characters with spaces in Infinite Campus)

American Sign Language IV Honors

- ☐ New
- ☑ Revised

If revised, the previous course name if there was a change

Transcript Course Code/Number:

300241, 300242

(To be assigned by Educational Services if it's a new course)

CREDIT TYPE EARNED:	**CALPADS CODE:**
World Languages	9133

Subject Area:
- ☐ Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☑ World Languages
- ☐ Visual or Performing Arts
- ☐ College Prep Elective
- ☐ Other

Is this classified as a Career Technical Education course?
- ☐ Yes
- ☑ No

If yes, which pathway does this course align to?
Pathway Name:

CTE CDE Code:

Grade Level(s)
- ☑ MS
- ☑ HS
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

Was this course _previously approved by UC_ for PUHSD?
- ☑ Yes
- ☐ No
  (Will be verified by Ed Services)

Which A-G Requirement does/will this course meet?

E	☐ Pending

Credential Required to teach this course:
To be completed by **Human Resources** only.

SS or specific Supplementary Auth: Foreign language aligned with language of instruction

Signature _____ Date 2/29/2024

Submitted by: Matthew Thomas
Site: SSC
Date: 02/26/24
Email: matthew.thomas@puhsd.org

Unit Value/Length of Course:
- ☐ 0.5 (half-year or semester equivalent)
- ☑ 1.0 (one-year equivalent)
- ☐ 2.0 (two-year equivalent)
- ☐ Other:

Approvals	Name/Signature	Date
Director of Curriculum & Instruction		
Asst. Superintendent of Educational Services	Kindy Mackamul	3/7/24
Governing Board		

Prerequisite(s) (REQUIRED):
American Sign Language 3

Corequisite(s) (REQUIRED):

Brief Course Description (REQUIRED):
American Sign Language IV students will continue to develop advanced level skills in signing and in comprehension of signs while deepening their familiarity with grammatical features of ASL. The course expands expressive and receptive vocabulary necessary to increase ASL proficiency. It will increase visual perception, visual memory, signed fluency and length of signed interactions to enable prolonged conversations with a Deaf person. The student will gain increased knowledge of Deaf culture including art and literature. Students will also become familiar with well-known Deaf individuals and historical events. The course will include the development of skills for interpreting (sign to voice and voice to sign) and will be demonstrated during live school sponsored events.

B. COURSE CONTENT

Course Purpose (REQUIRED):
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.

The purpose of this course is to increase students' receptive and expressive skills through storytelling, and interpreting voice to sign and sign to voice in live settings. Students learn appropriate cultural behaviors for directing and maintaining attention, and a way of communicating that keeps others informed. Students are expected to create and maintain spontaneous use of the language to communicate life experiences and events.

Course Outline (REQUIRED):
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.

Theme 1: In an American Sign Language (ASL) Deaf Visual Arts (DVIA) Assignments
In an American Sign Language (ASL) Deaf Visual Arts (DE'VIA) unit, students will typically learn a combination of ASL vocabulary, grammar, and cultural aspects related to the Deaf community.

Theme 1: In an American Sign Language (ASL) Deaf Visual Arts (DVIA) Assignments

- **ASL Department Shirt Design:** Students will work together to create a t-shirt design that will be available for purchase through ASB.
- **De'Via Art:** Students show and present deaf soup can art, based on research of Ann Silver. Students come to the front, show their can of soup art, and explain it to the class (in ASL).
- **Handshape Art Project:** Choose a poem created by a Deaf poet and choose a Deaf artist as your style inspiration, or choose an art piece from a Deaf artist. Create a poem (or find one that matches, written by a Deaf poet)
  - Design hand art to match your poem/artist. Fill out the project worksheet. Paint your hands in class and take pics. Create slides explaining your project in detail. Include links to inspirations. Your group will sign your poem while we view your hand art pictures.
- **Story Maps:** Students map out perspectives, role shifts, and spatial organization for expressive exercises and prompts
- ASL 4 Honors students only will write a 2 page research paper on a famous deaf artist of their choice.

Theme 2: One Fine Day
During this ASL storytelling unit, the focus will be on the story "One Fine Day". Students will dive into the narrative structure, thematic elements, character development, and expressive techniques used in the story.

Theme 2: One Fine Day Assignments

- **Children's Story Signing:** Students will be choosing a children's story of their choice to sign and present to the class.
- **Story Maps:** Students map out perspectives, role shifts, and spatial organization for expressive exercises and prompts.
- **Character Placement:** Students will be alternating characters during a story. They will practice indicating distance, location, and size of characters using eye gaze and head positions.
- **Conditional Sentence and Agreement Verbs with Role Shift:** Students will practice using conditional sentences and Agreement Verbs with Role Shifts during One Fine Day
- **Instrument Classifiers with Role Shift:** Students orient eye gaze and signs to match the locations and heights of the character

Theme 3: Interpreting Voice-Sign
In an interpreting unit for American Sign Language (ASL), students typically focus on developing the skills and knowledge necessary to effectively interpret between ASL and English.

Interpreting Voice-Sign Assignments:
- **Song interpretation:** Students will interpret songs and "frozen text"
- **National Anthem Live Performance:** Students will participate in signing a National Anthem during the Winter Show/Spring Show
- **Story Maps:** Students map out perspectives, role shifts, and spatial organization for expressive exercises and prompts.

- **Sign to Voice Interpretation: honors only. Students will choose a documentary, podcast, sitcom, or other spoken recorded show and record themselves interpreting voice-sign for a minimum of 1 minute.**

Theme 4: Sharing Interesting Facts

In an American Sign Language (ASL) unit focused on sharing interesting facts, students will learn vocabulary, grammar, and conversational strategies related to discussing and presenting factual information in ASL.

- **Expressive Assignments:** Students will present interesting facts, using proper ASL grammatical structure, to the class.
- **Receptive Assignments:** Students will take notes during presentations to show their understanding of signed information. Teachers will then sign questions about each presentation that students will have to answer based on their notes.
- **Story Maps:** Students map out perspectives, role shifts, and spatial organization for expressive exercises and prompts.
- **Poster Project:** (honors only) During Deaf Awareness Week (April) students will create posters to be displayed around campus and will complete a brief video to be shown on the morning announcements, or similar school-wide broadcast.

Honors Semester 1 Outside Deaf Event w/write up: (only in honors) Students will be required to attend one Community Deaf Event per semester and complete a one page write up on their experience interacting with the Deaf community and what they learned.

Theme 5: Explaining Rules

In an American Sign Language (ASL) unit focused on explaining rules, students will learn vocabulary, grammar, and conversational strategies related to describing and conveying rules, regulations, guidelines, and procedures in various contexts.

Theme 5: Explaining Rules Assignment
- **Expressive Assessment:** During this assignment students will choose a game and write out the instructions. They will then practice, explain, and present the game in ASL.
- **Story Maps:** Students map out perspectives, role shifts, and spatial organization for expressive exercises and prompts.

Honors Cumulative Expressive Project: Students will be required to present a spontaneous expressive Exit Interview (only in honors). This assessment will demonstrate mastery of all the nuances of American Sign Language. Students will meet with the teacher 1:1 and respond to question prompts given in ASL. Questions will cover all vocabulary, grammatical structures, classifiers, cultural information learned over the last 4 years.

Honors Semester 2 Outside Deaf Event w/write up: Students will be required to attend one Community Deaf Event per semester and complete a one page write up on their experience interacting with the Deaf community and what they learned.

Writing Assignments (REQUIRED):
Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Theme 1: In an American Sign Language (ASL) Deaf Visual Arts (DVIA) Writing Assignment

- **Handshape Art Project:** Choose a poem created by a Deaf poet and choose a Deaf artist as your style inspiration, or choose an art piece from a Deaf artist. Create a poem (or find one that matches, written by a Deaf poet)
  - Design hand art to match your poem/artist. Fill out the project worksheet. Paint your hands in class and take pics. Create slides explaining your project in detail. Include links to inspirations. Your group will sign your poem while we view your hand art pictures.
- **Story Maps:** Students map out perspectives, role shifts, and spatial organization for expressive exercises and prompts.

Theme 2: One Fine Day Writing Assignment

- **Children's Story Signing:** Students will be choosing a children's story of their choice to sign and present to the class.

Theme 3: Interpreting Voice-Sign Writing Assignment

- **Story Maps:** Students map out perspectives, role shifts, and spatial organization for expressive exercises and prompts.

Theme 4: Sharing Interesting Facts Writing Assignment

- **Receptive Assignments:** Students will take notes during presentations to show their understanding of signed information.

Theme 5: Explaining Rules Writing Assignment

- **Expressive Assessment:** During this assignment students will choose a game and write out the instructions. They will then practice, explain, and present the game in ASL.

Honors Cumulative Expressive Project: Students will be required to present a spontaneous expressive Exit Interview (only in honors). This assessment will demonstrate mastery of all the nuances of American Sign Language. Students will meet with the teacher 1:1 and respond to question prompts given in ASL. Questions will cover all vocabulary, grammatical structures, classifiers, cultural information learned over the last 4 years.

Honors Semester 1 Outside Deaf Event w/ write up: Students will be required to attend 1 Community Deaf Event per semester and complete a one page write up on their experience interacting with the Deaf community and what they learned.

Honors Semester 2 Outside Deaf Event w/ write up: Students will be required to attend 1 Community Deaf Event per semester and complete a one page write up on their experience interacting with the Deaf community and what they learned.

INSTRUCTIONAL MATERIALS (REQUIRED)	
Textbook #1	
Title: Signing Naturally Level 3	Edition:
Author: Ken Mikos, Cheri Smith, and Ella Mae Lentz	ISBN: 978-1-58121-238-9
Publisher: DawnSignPress	Publication Date: 2001
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.*	
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

Honors Cumulative Expressive Project: Students will be required to present a spontaneous expressive Exit Interview (only in honors). This assessment will demonstrate mastery of all the nuances of American Sign Language. Students will meet with the teacher 1:1 and respond to question prompts given in ASL. Questions will cover all vocabulary, grammatical structures, classifiers, cultural information learned over the last 4 years.

Honors Semester 1 Outside Deaf Event w/ write up: Students will be required to attend one Community Deaf Event per semester and complete a one page write up on their experience interacting with the Deaf community and what they learned.

Honors Semester 2 Outside Deaf Event w/ write up: Students will be required to attend one Community Deaf Event per semester and complete a one page write up on their experience interacting with the Deaf community and what they learned.

De'Via Art: Students show and present deaf soup can art, based on research of Ann Silver. Students come to the front, show their can of soup art, and explain it to the class (in ASL).

Handshape Art Project: Choose a poem created by a Deaf poet and choose a Deaf artist as your style inspiration, or choose an art piece from a Deaf artist. Create a poem (or find one that matches, written by a Deaf poet)
- Design hand art to match your poem / artist. Fill out the project worksheet
- Paint your hands in class and take pics.
- Create slides explaining your project in detail. Include links to inspirations.
- Your group will sign your poem while we view your hand art pictures.

Assessment: Students will sign a Children's Story
Students will sign a Children's Story. Students will choose a storybook to translate into ASL using Character Placement, Conditional Sentence and Agreement Verbs with Role Shift, Instrument Classifiers with Role Shift, Story Cohesion. Students will record themselves signing the story while using visual aids.

Students will interpret songs and frozen text: Students will translate songs, skits from movies, TV, or books, and student created stories. They will present/ perform in front of a live audience including sporting events, school events, community events, and the ASL Winter and Spring Shows.

Expressive Assignments: Students will present interesting facts, using proper ASL grammatical structure, to the class.

Receptive Assignments: Students will take notes during presentations to show their understanding of signed information.

Expressive Assessment- students will explain the set up and rules of a card game in ASL. Detailed instructions or rules will be given to a group. The group will then play the game using the instructions they were given.

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.

- Oral and Signing In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Quizzes and Tests
- Writing Assessments
- Projects (including Artifact, Written and Oral Assessment)