



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 III Honors</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;">300231, 300232</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%;">World Languages</td> <td>9132</td> </tr> </table>	World Languages	9132	<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>				
World Languages	9132							
<p>Was this course <u>previously approved by UC</u> for PUHSD?</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 border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%;">E</td> <td><input type="checkbox"/> Pending</td> </tr> </table>	E	<input type="checkbox"/> Pending	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>SS or Specific Supplementary Auth. Foreign language aligned with language of Instruction</i> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%; text-align: center;"> </td> <td style="width: 30%; text-align: center;"> 2/24/2024 </td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>			2/24/2024	Signature	Date
E	<input type="checkbox"/> Pending							
	2/24/2024							
Signature	Date							
<p>Submitted by: Matthew Thomas Site: SSC Date: 02/26/24 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		3/7/24						
Governing Board								

Prerequisite(s) (REQUIRED):
American Sign Language I and II
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
Students will develop intermediate to 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 Deaf individuals. The students will gain increased knowledge of Deaf Culture including art and literature. Students will also become familiar with well known Deaf individuals and historical events.

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>
The purpose of this course is to increase students' receptive and expressive skills in order to locate things around the house, ask for solutions to everyday problems, tell about life events, and talk about weekend activities. Students learn appropriate cultural behaviors for directing and maintaining attention, and a way of communicating that keeps others informed. They also learn strategies such as controlling the pace of conversation and resuming conversations after an interruption.
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 10: Giving Opinions About Others By the end of Unit 10 students will be able to give opinions about others including tendencies and qualities. They will be able to explain and support their opinions. They will be able to describe an item and tell the cost. Students will be able to locate items by giving specific directions using ASL grammatical structure.

Unit 10 Expressive Project: Cooking Show

Students will be having an expressive evaluation (presentation) with your favorite dish and its recipe. You will have a minimum of 3 minutes or the maximum 8 minutes. You will demonstrate the ability to sign fluently and clearly with correct ASL grammar structure, sign production, classifiers, and appropriate non-manual signals, to be easily understood by a Deaf person.

Unit 10: Giving Opinions About Others Assignments

- **Receptive:** Students will locate items in a picture from signed directions in a video. Students will answer questions about others tendencies and qualities as a response to signed video presentations.
- **Expressive classroom practice:** Halloween games. Students will create games and make videos of the signed instructions. Make a Monster. Students will create a monster and give a signed explanation about its qualities, tendencies, and life.
- **Parameter Charts (ASL Phonology):** Students analyze vocabulary by the five parameters of a sign using a graphic organizer.
- **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 10 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 10 Assessment (receptive):** Will be given at the end of the unit to analyze student understanding.
- **Unit 10 Multiple Choice Exam (Receptive):** Students will take a receptive quiz on canvas to prove their understanding of the vocabulary and concepts covered in unit 10.

Unit 11: Discussing Plans and Goals

By the end of Unit 11 students will be able to discuss their plans and goals for the future including travel and skills. They will be able to discuss skills that they have and are good at. They will be able to discuss travel plans and invite people to join them. Students will be able to describe their travel companion or roommate.

My Bucket List: Expressive Assignment

Students will create a Bucket List with 5 personal goals. Use the information on this sheet to help you prepare. Gloss your sentences on a separate piece of paper. The following will be addressed:

- Broach Subject Glossing:
- State five goals (one from each category). Get a college degree, have a family, own something, see something, join something, become something Lifelong learning Learn a skill or trade, degree or certificate. Travel Describe the activity using Instrument Classifiers or Semantic Classifiers.
- Conclude

Unit 11: Discussing Plans and Goals Assignments

- **Receptive:** Students will identify people from signed descriptions in a video. Students will answer questions about travel plans and destinations as a response to signed video presentations.
- **Expressive Prompt Unit 11: Bucket List Project (Expressive)**
My Bucket List Unit 11 Expressive Assignment Directions: For unit 11 expression you will create a Bucket List with 5 personal goals. Use the information on this sheet to help you prepare. Gloss your sentences on a separate piece of paper.
- **Expressive classroom practice:** Students will present a travel advertisement for an American destination. The presentation will include interesting foods to try and highlight special activities or special places to visit.
- **Parameter Charts (ASL Phonology):** Students analyze vocabulary by the five parameters of a sign using a graphic organizer.
- **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 11 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 11 Assessment (receptive):** will be given at the end of the unit to analyze student understanding.

First Semester Honors Cumulative Projects:

- **Show & Tell Expressive Presentations w/ receptive fill in the blank quizzes**
- **Deaf Event 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.

Unit 15/Unit 17 (Combined Units): Exchanging Personal Information: Life Events/Talking about the Weekend

By the end of units 15 and 17 students will be able to exchange personal information including life events and family history. They will be able to sequence and describe life events. They will be able to explain their family origin and interesting facts about their family. Students will be able to discuss their weekend activities and plans including disrupted plans.

Unit 15/17 Project (Expressive): Family Budget Project

It's time to get REAL and experience life as an adult...kinda. You will work as a "family" to create a realistic budget based on your combined salaries and find a home to raise your family! All people in your group will present a portion of the assignment to the class in a SIGNED presentation. Requirements: Complete the Monthly Cash Flow Plan with your "family" Include both your salary and your spouse's salary Based on your monthly TAKE HOME pay and the recommended spending in each category, fill out your budget. ALL money needs to be accounted for. This is called a ZERO based budget. Your salary minus all totals from each

category MUST end with \$0. After completing your Monthly Cash Flow Plan, search for a house for you and your family on zillow.com On a Google Slide Presentation: each person in your group is responsible for at least two slides Describe your family..INCLUDE A FAMILY PHOTO!! What do the parents do for a living? Why did you choose to live in the house you are describing? Does everyone get along, or do you fight often? What are some interesting facts about your family you want to share with us? How old are you children, what are they like, etc? Describe your family history Where is your family from (country) Important family events Describe your family activities What do you do on the weekends Monthly Cash Flow Plan & Actual Money Spent Did you run into any problems, unexpected bills, etc? A front yard and a back yard view of the house and at least 5 pictures of the inside. Describe details about the house...Number of Bedrooms, Bathrooms, etc. Each person needs to describe 1 photo of the house using spatialization. Cost of the House Are there any fees, HOA, Mello Roos, how much do you pay in taxes? Location (is it near the beach, in the mountains, in a big city, etc.)

Unit 15/Unit 17 (Combined Units) Assignments:

- **Receptive:** Students will sequence life events and disrupted plans from signed descriptions in a video. Students will answer questions about family history and origins as a response to signed video presentations.
- **Expressive Prompt Unit 15/17- Family Budget Project**
- It's time to get REAL and experience life as an adult...kinda. You will work as a "family" to create a realistic budget based on your combined salaries and find a home to raise your family! All people in your group will present a portion of the assignment to the class in a SIGNED presentation. Requirements: Complete the Monthly Cash Flow Plan with your "family" Include both your salary and your spouse's salary Based on your monthly TAKE HOME pay and the recommended spending in each category, fill out your budget. ALL money needs to be accounted for. This is called a ZERO based budget. Your salary minus all totals from each category MUST end with \$0
- **Expressive classroom practice:** Students will present a travel advertisement for a foreign destination. The presentation will include language used, interesting foods to try, and highlight special activities or special places to visit.
- **Parameter Charts (ASL Phonology):** Students analyze vocabulary by the five parameters of a sign using a graphic organizer.
- **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 15/17 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 15/17 Assessment (receptive):** will be given at the end of the unit to analyze student understanding.
- **Unit 15/17 Multiple Choice Exam (Receptive):** Students will take a receptive quiz on canvas to prove their understanding of the vocabulary and concepts covered in unit 15/17.

Units 14/24 (Combined Units): Complaining, Making Suggestions and Request/Discussing Health Conditions

By the end of units 14 and 24 students will be able to make complaints, make suggestions, and requests using proper grammar. Students will be able to discuss health conditions including descriptions of symptoms, causes, and treatments.

Unit 14/24 Project (Expressive) Health PSA

In today's world, TV and commercials are commonplace. As such, health officials use Public Service Announcements to communicate good hygiene/health practices to the public. These commercials let the public know when they should be concerned about a disease or heeding a particular health practice. The students' task in this lesson will be to create a PSA for a specific public health related issue and communicate what the modern American public should consider doing in order to prevent or treat the disease. This PSA will be directed towards a Deaf audience and be presented in ASL.

Units 14/24 (Combined Units): Assignments:

- **Receptive:** Students will identify illnesses from signed descriptions in a video. Students will answer questions about complaints and make requests and suggestions as a response to signed video presentations.
- **Expressive classroom practice:** Students will present a complaint about a bothersome pet or person. They will also have conversations discussing health problems and request help.
- **Parameter Charts (ASL Phonology):** Students analyze vocabulary by the five parameters of a sign using a graphic organizer.
- **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 14/24 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 14/24 Assessment (receptive):** will be given at the end of the unit to analyze student understanding.
- **Unit 14/24 Multiple Choice Exam (Receptive):** Students will take a receptive quiz on canvas to prove their understanding of the vocabulary and concepts covered in unit 14/24.

Second Semester Honors Cumulative Projects:

- **Current Event Expressive Presentations:** w/ receptive fill in the blank quizzes
- **Deaf Event 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.

- **Deaf Friendly Business Directory Cumulative Project:**

You will create 3 Deaf Friendly businesses providing different services (cannot all be restaurants) You will explain the layout of the business, services offered, and all accommodations offered (all focused on Deaf customers). You will present the information as if someone was searching for the business. For example:

- There is one Deaf Friendly Law Office near you, they are located....., they are Deaf friendly because....., they provide
- The layout and special services should be based on your knowledge of Deaf Culture learned over the last 3 years.
- Use all the vocabulary, grammatical structures, and classifiers you have learned over the last 3 years.

Writing Assignments (REQUIRED):

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

Unit 10: Giving Opinions About Others Writing Assignments

- **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.
- **Daily Moth News Quick Writes:** Students will watch the daily moth which is a news source provided in ASL for the deaf community. Students will watch and then do a quick write to prove their understanding of the current event that was described by a Deaf signer. They will summarize what happened in a bell ringer / warm up format.

Unit 11: Discussing Plans and Goals Writing Assignments

- **Expressive Prompt Unit 11: Bucket List Project (Expressive)**
My Bucket List Unit 11 Expressive Assignment Directions: For unit 11 expression you will create a Bucket List with 5 personal goals. Use the information on this sheet to help you prepare. Gloss your sentences on a separate piece of paper.
- **Expressive classroom practice:** Students will present a travel advertisement for an American destination. The presentation will include interesting foods to try and highlight special activities or special places to visit.
- **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.

- **Daily Moth News Quick Writes:** Students will watch the daily moth which is a news source provided in ASL for the deaf community. Students will watch and then do a quick write to prove their understanding of the current event that was described by a Deaf signer. They will summarize what happened in a bell ringer / warm up format.

Unit 15/Unit 17 (Combined Units) Writing Assignments:

- **Expressive Prompt Unit 15/17- Family Budget Project**
It's time to get REAL and experience life as an adult...kinda. You will work as a "family" to create a realistic budget based on your combined salaries and find a home to raise your family! All people in your group will present a portion of the assignment to the class in a SIGNED presentation.
Requirements: Complete the Monthly Cash Flow Plan with your "family" Include both your salary and your spouse's salary Based on your monthly TAKE HOME pay and the recommended spending in each category, fill out your budget. ALL money needs to be accounted for. This is called a ZERO based budget. Your salary minus all totals from each category MUST end with \$0
- **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.
- **Daily Moth News Quick Writes:** Students will watch the daily moth which is a news source provided in ASL for the deaf community. Students will watch and then do a quick write to prove their understanding of the current event that was described by a Deaf signer. They will summarize what happened in a bell ringer / warm up format.

Units 14/24 (Combined Units): Complaining, Making Suggestions and Request/Discussing Health Conditions Writing Assignments

- **Expressive Prompt Unit 14/24- Health PSA**
In today's world, TV and commercials are commonplace. As such, health officials use Public Service Announcements to communicate good hygiene/health practices to the public. These commercials let the public know when they should be concerned about a disease or heeding a particular health practice. The students' task in this lesson will be to create a PSA for a specific public health related issue and communicate what the modern American public should consider doing in order to prevent or treat the disease. This PSA will be directed towards a Deaf audience and be presented in ASL.
- **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.
- **Daily Moth News Quick Writes:** Students will watch the daily moth which is a news source

provided in ASL for the deaf community. Students will watch and then do a quick write to prove their understanding of the current event that was described by a Deaf signer. They will summarize what happened in a bell ringer / warm up format.

- **Current Event Expressive Presentations:** w/ receptive fill in the blank quizzes
- **Deaf Event 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.
- **Deaf Friendly Business Directory Cumulative Project:**
 You will create 3 Deaf Friendly businesses providing different services (cannot all be restaurants) You will explain the layout of the business, services offered, and all accommodations offered (all focused on Deaf customers). You will present the information as if someone was searching for the business. For example:
 - There is one Deaf Friendly Law Office near you, they are located....., they are Deaf friendly because....., they provide
 - The layout and special services should be based on your knowledge of Deaf Culture learned over the last 3 years.
 - Use all the vocabulary, grammatical structures, and classifiers you have learned over the last 3 years.

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: Signing Naturally Level 2 Student Set

Edition:

Author: Cheri Smith, Ella Mae Lentz, Ken Mikos

ISBN: 978-1-58121-131-3

Publisher: DawnSignPress

Publication Date: 1992

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

Unit 10 Expressive Project: Cooking Show

Students will be having an expressive evaluation (presentation) with your favorite dish and its recipe. You will have a minimum of 3 minutes or the maximum 8 minutes. You will demonstrate the ability to sign fluently and clearly with correct ASL grammar structure, sign production, classifiers, and appropriate non-manual signals, to be easily understood by a Deaf person.

Unit 11 Expressive Project: My Bucket List

Students will create a Bucket List with 5 personal goals. Use the information on this sheet to help you prepare. Gloss your sentences on a separate piece of paper. The following will be addressed:

- Broach Subject Glossing:
- State five goals (one from each category). Get a college degree, have a family, own something, see something, join something, become something Lifelong learning Learn a skill or trade, degree or certificate. Travel Describe the activity using Instrument Classifiers or Semantic Classifiers.
- Conclude

Unit 15/17 Expressive Project: Family Budget Project

It's time to get REAL and experience life as an adult...kinda. You will work as a "family" to create a realistic budget based on your combined salaries and find a home to raise your family! All people in your group will present a portion of the assignment to the class in a SIGNED presentation. Requirements: Complete the Monthly Cash Flow Plan with your "family" Include both your salary and your spouse's salary Based on your monthly TAKE HOME pay and the recommended spending in each category, fill out your budget. ALL money needs to be accounted for. This is called a ZERO based budget. Your salary minus all totals from each category MUST end with \$0. After completing your Monthly Cash Flow Plan, search for a house for you and your family on zillow.com On a Google Slide Presentation: each person in your group is responsible for at least two slides Describe your family..INCLUDE A FAMILY PHOTO!! What do the parents do for a living? Why did you choose to live in the house you are describing? Does everyone

get along, or do you fight often? What are some interesting facts about your family you want to share with us? How old are you children, what are they like, etc? Describe your family history Where is your family from (country) Important family events Describe your family activities What do you do on the weekends Monthly Cash Flow Plan & Actual Money Spent Did you run into any problems, unexpected bills, etc? A front yard and a back yard view of the house and at least 5 pictures of the inside. Describe details about the house...Number of Bedrooms, Bathrooms, etc. Each person needs to describe 1 photo of the house using spatialization. Cost of the House Are there any fees, HOA, Mello Roos, how much do you pay in taxes? Location (is it near the beach, in the mountains, in a big city, etc.)

Unit 14/24 Expressive Project Health PSA

In today's world, TV and commercials are commonplace. As such, health officials use Public Service Announcements to communicate good hygiene/health practices to the public. These commercials let the public know when they should be concerned about a disease or heeding a particular health practice. The students' task in this lesson will be to create a PSA for a specific public health related issue and communicate what the modern American public should consider doing in order to prevent or treat the disease. This PSA will be directed towards a Deaf audience and be presented in ASL.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

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)

