



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px;">American Sign Language I</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%;"></div> <p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 2px;">100211, 100212</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED:    <b>CALPADS CODE:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">World Languages</td> <td style="padding: 2px;">9130</td> </tr> </table>	World Languages	9130	<p><b>Subject Area:</b></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%;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><b>Grade Level(s)</b></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	9130							
<p><b>Was this course <u>previously approved by UC for PUHSD?</u></b></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;"> <tr> <td style="padding: 2px;">E</td> <td style="padding: 2px;"><input type="checkbox"/> Pending</td> </tr> </table>	E	<input type="checkbox"/> Pending	<p style="text-align: center;"><b>Credential Required to teach this course:</b> <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; font-family: cursive;">         SSOR Specific Supplementary Auth: Foreign Language aligned with language of instruction       </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%;"> <tr> <td style="text-align: center; width: 70%;"></td> <td style="text-align: center; width: 30%;">2/29/2024</td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table> </div>			2/29/2024	Signature	Date
E	<input type="checkbox"/> Pending							
	2/29/2024							
Signature	Date							
<p><b>Submitted by:</b> Matthew Thomas  <b>Site:</b> SSC  <b>Date:</b> 02/15/24  <b>Email:</b> 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>							
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>						
Director of Curriculum & Instruction								
Asst. Superintendent of Educational Services	Kandy Lee Madson	3/7/24						
Governing Board								

<b>Prerequisite(s) (REQUIRED):</b>
None
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
Blending the interactive elements of communicative language teaching, the organization of functional-notional instruction, and the target language emphasis of immersion, Signing Naturally Units 1-6 are ideally suited for ASL instruction. There are over 100 instructional hours of revised and updated lessons in the teacher's guide, incorporating suggestions made by instructors, and using proven research methods.

<b>B. COURSE CONTENT</b>
<b>Course Purpose (REQUIRED):</b> <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 little or no knowledge of ASL and Deaf culture and provide them with the skills needed to communicate comfortably in a wide variety of situations in the Deaf community. Cultural information taught throughout the class allows students to interact with the Deaf community in a way that is respectful and aware.
<b>Course Outline (REQUIRED):</b> <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>
<b>Unit 1: Get to Know You</b> Students learn the foundational basics of American Sign language. By the end of the unit, students will be able to introduce themselves, giving basic information such as their name, greeting and expressing pleasure in meeting others, using culturally appropriate norms within the Deaf community.

## Unit 1: Get To Know You Assignments

- **A Sign of Respect video (once/week):** Students follow a college student, Amy, taking a Deaf culture class. Students analyze various situations that arise when interacting within the Deaf community and discuss culturally appropriate responses, as well as discuss why certain approaches would not be appropriate within Deaf culture. Students then use the video situations to apply to their own interactions within class and real-world.
- **Name Art Project:** Students create a poster of their name using the manual alphabet.
- **Halloween Song:** Students learn signs related to Halloween and work collaboratively as a class to sign a piece of the song.
- **Halloween Book:** Students sign a book demonstrating number incorporation and facial expression.
- **Signing Naturally Assignments:** Students complete SN “Homework” exercises in class to review in-class lessons, skills, and vocabulary online.
- **Unit 1 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.
- **Scenario exercises:** Students will write, create, and perform scenarios with group
- **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 1 Exam:** Students demonstrate their knowledge of different vocabulary, grammar skills, and culture topics.

## Unit 2: Exchanging Personal Information

Students continue to develop their basic foundational skills in introductory conversation. By the end of the unit, students will be able to give more in-depth information about themselves, narrating their experiences with languages, discussing leisure activities, identifying and giving information about people, as well as negotiating a signing environment using appropriate Deaf norms.

## Unit 2: Exchanging Personal Information Assignments

- **Superdeafy:** Students are introduced to the perspectives of deafness through a Deaf produced video and incorporates the message of anti-bullying and acceptance of differences.
- **Deaf President Now:** Students learn about the historic protest that changed the perspective of Deaf in America.

- **DC#2:** Deaf President Now (part 1)
- **DC#3 -** Deaf President Now (part 2)
- **Classifiers:** Students work on using classifiers by accessorizing a snowman and sign it to a partner in the class.
- **Signing Naturally:** Students complete SN “Homework” exercises in class to review in-class lessons, skills, and vocabulary online. These assignments reinforce concepts and vocabulary learned in class. Students will watch visual questions to practice receptive skills and utilize information they learned in class.
- **A Sign of Respect video (once/week):** Students follow a college student, Amy, taking a Deaf culture class. Students analyze various situations that arise when interacting within the Deaf community and discuss culturally appropriate responses, as well as discuss why certain approaches would not be appropriate within Deaf culture. Students then use the video situations to apply to their own interactions within class and real-world.
- **Through Deaf Eyes Video Clips:** Students will participate in discussion activities based on video clips and related to topics learned in the unit.
- **Unit 2 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.
- **MidTerm Exam**
- **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.
- **MidTerm Exam:** Students demonstrate their knowledge of different vocabulary, grammar skills, and culture topics.

### **Unit 3: Discussing Living Information**

Students will use previous units vocabulary to continue to build on their communicative skills. By the end of the unit, students will be able to discuss where they live, use contrastive structure to convey sizing and age of their places of residence. Students will learn and successfully use facial markers to express specific grammatical information. Students will also be able to provide and ask for directions to basic places around the school, express need, tell time and how long an activity takes, and use spatial agreement to discuss transportation and traveling.

### **Unit 3: Discussing Living Information Assignments**

- **Handshake Art (Douglas Tilden - Sculpting Project):** Students learn about a famous Deaf sculpture, Douglas Tilden, and are to create their own handshake art using clay.

- **Perspectives of Deafness:** Students learn about the different perspectives of deafness through real Deaf people's experiences.
- **Ava's Story:** Students will watch the episode and answer questions about deaf culture. They will consider the Deaf perspective on cochlear implants, as well as a Deaf baby with hearing parents. They will become familiar with different technology used in a deaf person's home - example : flashing lights for a doorbell, or phone
- **Sound and Fury:** Students are exposed to perspectives of deafness and follow a family's journey through technology advancements, connection with personal identity, and beliefs.
- **Sound and Fury 6 Years Later:** Followup with the original family from Sound and Fury and resolve the questions and challenges produced with a clear statement on behalf of Gallaudet University about the role technology plays in the Deaf Culture.
- **Signing Naturally:** Signing Naturally video assignments reinforce concepts and vocabulary learned in class. Students will watch visual questions to practice receptive skills and utilize information they learned in class.
- **A Sign of Respect video (once/week):** Students follow a college student, Amy, taking a Deaf culture class. Students analyze various situations that arise when interacting within the Deaf community and discuss culturally appropriate responses, as well as discuss why certain approaches would not be appropriate within Deaf culture. Students then use the video situations to apply to their own interactions within class and real-world.
- **Through Deaf Eyes Video Clips:** Students will participate in discussion activities based on video clips and related to topics learned in the unit.
- **BASL:** During Black History month, students learn about the influential black deaf adults.
- **Unit 3 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.
- **Expressive assignment:** Students sign a narrative where they live, including 3 places they live near, as well as asking where someone else lives.
- **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 3 Exam:** Students demonstrate their knowledge of different vocabulary, grammar skills, and culture topics.

#### **Unit 4: Talking About Family**

The goal of the unit is for students to expand their ASL vocabulary by communicating with their family members. By the end of the unit, students will be able to ask/tell if someone is married, has children, what they desire for the future. Talk about siblings by explaining who is the oldest, who they are close to, and the

similarities and differences of each other by utilizing contrastive structure.

#### **Unit 4: Talking About Family Assignments:**

- **Signing Naturally Canvas Assignments:** Signing Naturally video assignments reinforce concepts and vocabulary learned in class. Students will watch visual questions to practice receptive skills and utilize information they learned in class.
- **A Sign of Respect video (once/week):** Students follow a college student, Amy, taking a Deaf culture class. Students analyze various situations that arise when interacting within the Deaf community and discuss culturally appropriate responses, as well as discuss why certain approaches would not be appropriate within Deaf culture. Students then use the video situations to apply to their own interactions within class and real-world.
- **Expressive Prompt:** Students will create a family tree project.
- **Through Deaf Eyes Video Clips:** Students will participate in discussion activities based on video clips and related to topics learned in the unit.
- **Unit 4 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 4 Exam:** Students demonstrate their knowledge of different vocabulary, grammar skills, and culture topics.

#### **Unit 6: Talking About Family**

The goal of the unit is for students to tell memorable Deaf stories. Students will develop the ability to process larger chunks of information and figure out the meaning of a sign from context. Although each story has its own particular vocabulary and grammar elements, the overarching goal is for students to learn to: use role shifting to show the character's interaction with the environment and/or with fellow characters in the story, establish and maintain spatial agreement among characters and/or things in the environment, use transitions and the accompanying non-manual signs to move the story along, and use eye contact to engage the listener.

#### **Unit 6: Talking About Family Assignments**

- **Gallaudet and Clerc Story:** Students learn how to retell a story using proper grammar and conversation behaviors, while maintaining eye contact.

- **Signing Naturally Assignments:** Signing Naturally video assignments reinforce concepts and vocabulary learned in class. Students will watch visual questions to practice receptive skills and utilize information they learned in class.
- **A Sign of Respect video (once/week):** Students follow a college student, Amy, taking a Deaf culture class. Students analyze various situations that arise when interacting within the Deaf community and discuss culturally appropriate responses, as well as discuss why certain approaches would not be appropriate within Deaf culture. Students then use the video situations to apply to their own interactions within class and real-world.
- **A True Fish: Slide Show of NMS (3 part):** A screenshot of facial expression from story, their facial expression picture, and glossed sentence of the story where the facial expression is used.
- **Expressive Prompt:** A Ghost in my Room
- **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 6 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.

**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)**

<b>Textbook #1</b>	
Title: Signing Naturally Units 1-6	Edition:
Author: Cheri Smith, Ella Mae Lentz, Ken Mikos	ISBN: 978-1-58121-210-5
Publisher: DawnSignPress	Publication Date: 2008
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

<b>Textbook #2</b>	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>

<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> 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:\$	
<b>Total cost per class set of instructional materials:</b>	\$

<b>Key Assignments (REQUIRED):</b>
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
<b>Unit 1: Key Assignments</b>
<ul style="list-style-type: none"> <li>● <b>A Sign of Respect video (once/week):</b> Students follow a college student, Amy, taking a Deaf culture class. Students analyze various situations that arise when interacting within the Deaf community and discuss culturally appropriate responses, as well as discuss why certain approaches</li> </ul>

would not be appropriate within Deaf culture. Students then use the video situations to apply to their own interactions within class and real-world.

- **Name Art Project:** Students create a poster of their name using the manual alphabet.
- **Halloween Song:** Students learn signs related to Halloween and work collaboratively as a class to sign a piece of the song.
- **Halloween Book:** Students sign a book demonstrating number incorporation and facial expression.
- **Signing Naturally Assignments:** Students complete SN “Homework” exercises in class to review in-class lessons, skills, and vocabulary online.
- **Unit 1 Quiz:** Students demonstrate their knowledge of different vocabulary, grammar skills, and culture topics.
- **Scenario exercises:** Students will write, create, and perform scenarios with group
- **Through Deaf Eyes Video Clips:** Students will participate in discussion activities based on video clips and related to topics learned in the unit.

### Unit 2: Key Assignments

- **Superdeafy:** Students are introduced to the perspectives of deafness through a Deaf produced video and incorporates the message of anti-bullying and acceptance of differences.
- **Deaf President Now:** Students learn about the historic protest that changed the perspective of Deaf in America.
- **DC#2:** Deaf President Now (part 1)
- **DC#3 -** Deaf President Now (part 2)
- **Classifiers:** Students work on using classifiers by accessorizing a snowman and sign it to a partner in the class.
- **Signing Naturally:** Students complete SN “Homework” exercises in class to review in-class lessons, skills, and vocabulary online. These assignments reinforce concepts and vocabulary learned in class. Students will watch visual questions to practice receptive skills and utilize information they learned in class.
- **A Sign of Respect video (once/week):** Students follow a college student, Amy, taking a Deaf culture class. Students analyze various situations that arise when interacting within the Deaf community and discuss culturally appropriate responses, as well as discuss why certain approaches would not be appropriate within Deaf culture. Students then use the video situations to apply to their own interactions within class and real-world.
- **Through Deaf Eyes Video Clips:** Students will participate in discussion activities based on video clips and related to topics learned in the unit.
- **Unit 2 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.
- **MidTerm Exam**

### Unit 3: Key Assignments

- **Handshape Art (Douglas Tilden - Sculpting Project):** Students learn about a famous Deaf sculpture, Douglas Tilden, and are to create their own handshape art using clay.

- **Perspectives of Deafness:** Students learn about the different perspectives of deafness through real Deaf people's experiences.
- **Ava's Story:** Students will watch the episode and answer questions about deaf culture. They will consider the Deaf perspective on cochlear implants, as well as a Deaf baby with hearing parents. They will become familiar with different technology used in a deaf person's home - example : flashing lights for a doorbell, or phone
- **Sound and Fury:** Students are exposed to perspectives of deafness and follow a family's journey through technology advancements, connection with personal identity, and beliefs.
- **Sound and Fury 6 Years Later:** Followup with the original family from Sound and Fury and resolve the questions and challenges produced with a clear statement on behalf of Gallaudet University about the role technology plays in the Deaf Culture.
- **Signing Naturally:** Signing Naturally video assignments reinforce concepts and vocabulary learned in class. Students will watch visual questions to practice receptive skills and utilize information they learned in class.
- **A Sign of Respect video (once/week):** Students follow a college student, Amy, taking a Deaf culture class. Students analyze various situations that arise when interacting within the Deaf community and discuss culturally appropriate responses, as well as discuss why certain approaches would not be appropriate within Deaf culture. Students then use the video situations to apply to their own interactions within class and real-world.
- **Through Deaf Eyes Video Clips:** Students will participate in discussion activities based on video clips and related to topics learned in the unit.
- **BASL:** During Black History month, students learn about the influential black deaf adults.
- **Unit 3 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.
- **Expressive assignment:** Students sign a narrative where they live, including 3 places they live near, as well as asking where someone else lives.

#### **Unit 4: Key Assignments:**

- **Signing Naturally Assignments:** Signing Naturally video assignments reinforce concepts and vocabulary learned in class. Students will watch visual questions to practice receptive skills and utilize information they learned in class.
- **A Sign of Respect video (once/week):** Students follow a college student, Amy, taking a Deaf culture class. Students analyze various situations that arise when interacting within the Deaf community and discuss culturally appropriate responses, as well as discuss why certain approaches would not be appropriate within Deaf culture. Students then use the video situations to apply to their own interactions within class and real-world.
- **Expressive Prompt:** Students will create a family tree project.
- **Through Deaf Eyes Video Clips:** Students will participate in discussion activities based on video clips and related to topics learned in the unit.
- **Unit 4 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: Key Assignments

- **Gallaudet and Clerc Story:** Students learn how to retell a story using proper grammar and conversation behaviors, while maintaining eye contact.
- **Signing Naturally Assignments:** Signing Naturally video assignments reinforce concepts and vocabulary learned in class. Students will watch visual questions to practice receptive skills and utilize information they learned in class.
- **A Sign of Respect video (once/week):** Students follow a college student, Amy, taking a Deaf culture class. Students analyze various situations that arise when interacting within the Deaf community and discuss culturally appropriate responses, as well as discuss why certain approaches would not be appropriate within Deaf culture. Students then use the video situations to apply to their own interactions within class and real-world.
- **A True Fish: Slide Show of NMS (3 part):** A screenshot of facial expression from story, their facial expression picture, and glossed sentence of the story where the facial expression is used.
- **Expressive Prompt:** A Ghost in my Room

### 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)