

World Language Department

American Sign Language I I

Course **#0112**

5 credits

REVISED 2017

PASSAIC COUNTY TECHNICAL INSTITUTE

45 Reinhardt Road

Wayne, New Jersey

\*This curriculum may be modified as per individual student's Individualized Education Plan (IEP)

**I. COURSE DESCRIPTION**

American Sign Language – Part II The course is a full-year course, which is designed to continue exposing students to the culture and language of the Deaf Community. Students are required to increase their sign vocabulary and demonstrate improvement in their receptive and expressive language skills. Emphasis on vocabulary, non-manual communication techniques, principles, grammatical processes, and cultural references will be presented to enable the student to understand and appreciate Deaf people. The student will learn Deaf history and analyze how it effects the present-day Deaf Community and Deaf education. The student will develop skills through presentations, videos, and workbook activities. Guest speakers will enable students to interact with members of the Deaf Community. Students will also be filmed to critique his/her expressive skills.

**II. Academic Unit Planner**

<b><u>Course:</u></b>	American Sign Language II	<b><u>Grade(s)</u></b>	9-12
<b><u>Unit Plan Title:</u></b>	Review		
<b><u>NJSLS Standards Addressed in this unit</u></b>			
7.1. NM.A.2 demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical responses. 7.1. NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1. IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.			
<b><u>Essential Questions</u></b>			
How are greetings expressed in ASL? What are the strategies used to identify fingerspelling? What is the correct facial expression for Who, what, when, where, why and how questions? What is the correct facial expression for yes/no questions?			

How is basic information expressed in ASL?

### **Grammar Concepts**

- Alphabet
- Vocabulary (review basics)
- Facial expression
- Wh-questions
- Y/N questions
- Turntaking

### **Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

### **Informational Texts**

### **Formative & Summative Assessments**

- Quiz formatives
- Conversations summative
- Homework formative
- Presentation summative

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

- Google Classroom
- Canvas
- Prezi

ASL.ms.com  
ASL.pro.com  
Signsavvy.com  
Deafnyc.com

**Suggested Time** 3 weeks  
**Frame:**

<b><u>Course:</u></b>	American Sign Language II	<b><u>Grade(s)</u></b>	9-12
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<b><u>Unit Plan</u></b>	Food and Prices Unit 11
<b><u>Title:</u></b>	Declining and Offering Unit 12

**NJSLS Standards Addressed in this unit**

- 7.1. NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1. IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and some unfamiliar situations through appropriate responses.
- 7.1. IM.A.5 Comprehend conversations and written information on a variety of familiar and unfamiliar topics.
- 7.1. AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

**Essential Questions**

- What is the vocabulary that relates to food?
- How are prices signed differently than numbers?
- How is food ordered?
- How are sizes expressed in relation to food?

How are classifiers used to describe food?  
How are measured amounts expressed?  
How is NONE used to modify nouns?  
How do you express something is not working?  
How are offers expressed?

### **Grammar Concepts**

- Food vocabulary
- prices and money
- Classifiers and food
- Y/N questions
- Turntaking
- NONE to modify nouns
- RUN-OUT
- Amounts (dozen, ½, 1 tsp, and 1 tbsp.)
- Classifiers for quantity
- money
- Yes no questions

### **Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

### **Informational Texts**

Signing Illustrated

### **Formative & Summative Assessments**

Quiz formative

Homework  
 Workbook activities  
 ASL restaurant project summative  
 Expressive activities formative  
 Expressive presentation formative

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom  
 Canvas  
 ASL ms.com  
 ASL.pro.com  
 Signsavy.com  
 Deafnyc.com

**Suggested Time** 5 weeks  
**Frame:**

<b><u>Course:</u></b>	American Sign Language II	<b><u>Grade(s)</u></b>	9-12
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<b><u>Unit Plan</u></b>	Express yourself Unit 13
<b><u>Title:</u></b>	Experiences and Current Activity Unit 14

**NJSLS Standards Addressed in this unit**

- 7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized phrases.
- 7.1. NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
- 7.1. NH.A.8 Identify some unique linguistic elements in English and the target language.

7.1. IH.A.4 Analyze historical; and political contexts that connect or have connected famous people, places, and events from the target culture in the United States.

### **Essential Questions**

How is facial expression used to express agreement/disagreement?  
How are conditional sentences joined?  
Why is facial expression important when expressing feelings and concern?  
How are classifiers used as quantifiers?  
How can FINISHED be used when sequencing events?  
What are ASI conjunctions and how are they used?  
What numbers can be incorporated in time vocabulary to modify time?  
How does Deafness affect the parent child relationship?  
What educational options are available for Deaf children?

### **Grammar Concepts**

- facial expression for agreement
- Classifiers as quantifiers C: 55, CL:44
- Facial expression to modify feelings
- FINISH to sequence events
- Conjunctions (WRONG, FIND, FRUSTRATE and HIT)
- Time and numbers
- Tense and time

### **Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

### **Informational Texts**

Mr. Holland's Opus (film)

**Formative & Summative Assessments**

Workbook activities formative  
Class participation-signing activities formative  
Calendar quiz (summative)  
Quiz  
Test  
Essay summative

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom  
Canvas  
Prezi  
ASL.ms.com  
ASL.pro.com  
Signsavy.com  
Deafnyc.com

**Suggested Time** 4 weeks  
**Frame:**

<b><u>Course:</u></b>	American Sign Language II	<b><u>Grade(s)</u></b>	9-12
<b><u>Unit Plan</u></b> <b><u>Title:</u></b>	Future Plans Unit 15 Directions and Instructions Unit 16		

### **NJSLS Standards Addressed in this unit**

- 7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1. NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
- 7.1. NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1. IH.B.2 Give, respond to, and ask for clarification on detailed oral written directions, commands, and requests.
- 7.1. IH.B.4 Ask and respond to questions as part of a group discussion of topic and situations of a personal, academic, or social nature.
- 7.1. NM.B.2 Give and follow oral; and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

### **Essential Questions**

- How are parent/child relationships impacted by deafness?
- What are the educational options for deaf children?
- What is lexical fingerspelling? When is lexical fingerspelling used?
- How can facial expression modify verbs to show ease or importance?
- How to make plans?
- What was a Deaf Club and how did they impact the Deaf Community?
- How are directions given using space?
- How is possessive shown when fingerspelling?
- How are classifiers used to show locational relationships?
- How are instructions given?

### **Grammar Concepts**

- lexical fingerspelling
- modifying verbs to show importance and ease
- making plans (yes/ no responses)
- giving directions using spatial references
- possessive fingerspelling

-Classifiers and location (CL:A)  
-classifiers to show movement of objects (CL:CC, CL:LL and CL:C)

### **Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

### **Informational Texts**

### **Formative & Summative Assessments**

Mr. Holland Essay summative  
Workbook activities formative  
Quiz summative  
Test summative  
Class participation (class signing activities) formative

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom  
Canvas  
Prezi  
ASL ms.com  
ASL.pro.com  
Signsavy.com  
Deafnyc.com

<b><u>Suggested Time Frame:</u></b>	6 weeks
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<b><u>Course:</u></b>	American Sign Language II	<b><u>Grade(s)</u></b>	9-12
<b><u>Unit Plan Title:</u></b>	Conversation Classifiers		

**NJSLS Standards Addressed in this unit**

7.1. NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.  
7.1. IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.  
7.1. IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

**Essential Questions**

How are conversations prepared?  
How is signing a presentation different than daily conversations?  
How is sign flow and rhythm expressed?  
What are classifiers?  
How are classifiers used to describe the layout of a room?

**Grammar Concepts**

-Classifiers (CL B, CL:CC, CL:11, CL:55, CL:BB, CL: CL:LL)  
-Vocabulary

**Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

**Informational Texts**

Signing Illustrated

**Formative & Summative Assessments**

Conversation (pairs) summative  
Classifier room description summative  
Classifier activities formative

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom  
Canvas  
Prezi  
ASL.ms.com  
ASL.pro.com  
Signsavy.com  
Deafnyc.com

**Suggested Time**  
**Frame:**

6 weeks

**Course:**

American Sign Language II

**Grade(s)**

9-12

**Unit Plan**

Deaf History

**Title:****NJSLS Standards Addressed in this unit**

- 7.1. IM.C.1 Synthesize information related to cultural products, cultural practices, and cultural perspectives associated with targeted culture to create multimedia rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1. IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture and one's own culture.
- 7.1. IH.A.4 Analyze historical and political context that connect or have connected famous people, places, and events from the target culture within the United States.
- 7.1. IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.

**Essential Questions**

- How were deaf people viewed in early history?
- How was Sign Language started?
- Who established the first school for the Deaf?
- Why do some countries have oral and other have signing schools?
- Who was Gallaudet?
- How was Laurent Clerc?
- How was the first school for the Deaf in America founded?
- What happened and the Conference of Milan?
- Who are famous/influential deaf people and what did they contribute to society?
- How has technology transformed the Deaf community?
- Who are deaf entertainers?
- What struggles do Deaf entertainers face in today's society?

**Grammar Concepts**

**Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

**Informational Texts**

Deaf People in Hitler's Europe  
Laurent Clerc: The Early Years  
See What I'm Saying (film)

**Formative & Summative Assessments**

Deaf history questions project formative  
Deaf history review formative  
Deaf history test summative  
Famous deaf PPt presentation summative  
Deaf Entertainers RST summative

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom  
Canvas  
Prezi  
ASL.msn.com  
ASL.pro.com  
signingsavvy.com  
Deafnyc.com

**Suggested Time**

7 weeks

**Frame:**

<b><u>Course:</u></b>	American Sign Language II	<b><u>Grade(s)</u></b>	9-12
<b><u>Unit Plan Title:</u></b>	Suggestions and Advice Unit 17 Attitudes and Opinions Unit 18		
<b><u>NJSLS Standards Addressed in this unit</u></b>			
<p>7.1. IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1. AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1. IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects and daily activities.</p> <p>7.1. IH.A.4 Analyze historical and political context that connect or have connected famous people, places, and events from the target culture within the United States.</p>			
<b><u>Essential Questions</u></b>			
<p>How are suggestions expressed?</p> <p>How is advice given?</p> <p>Why is constant feedback important in Deaf culture?</p> <p>Which verbs change their movement to show subject and object?</p> <p>How do you ask for opinions?</p> <p>How does facial expression modify feeling vocabulary?</p> <p>How can recording videos help self-assessment?</p> <p>Who are famous Deaf artists?</p> <p>What is DE'Via?</p> <p>How does deafness influence art?</p> <p>Why is ASL important in a child's development?</p>			

Why is it difficult for a deaf child to get services?

### **Grammar Concepts**

- Opinion vocabulary
- Subject object verbs
- Feeling facial expression

### **Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

### **Informational Texts**

Deaf Artists in America Colonial to Contemporary  
After the Silence

### **Formative & Summative Assessments**

- Quiz summative
- Test summative
- Workbook activities summative
- Class participation formative
- ASL video summative
- Deaf art RST

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

- Google Classroom
- Canvas
- Prezi

ASL ms.com  
aslpro.com  
signingsavvy.com  
Deafnyc.com

**Suggested Time** 7 weeks  
**Frame:**

**Course:** American Sign Language II **Grade(s)** 9-12

**Unit Plan**  
**Title:** Expressive Signing and Translating

**NJSLS Standards Addressed in this unit**

- 7.1. NH.A.5 Demonstrate comprehension and brief written messages on familiar topics.
- 7.1. IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings through appropriate responses.
- 7.1. IM.B.5 Engage in short conversations about personal experiences or event and/or topics studied in other areas.
- 7.1. IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or reflect cultural perspectives associated with target culture.

**Essential Questions**

- How is facial expression used to convey meaning?
- How is English translated to ASL?
- How does signing for a performance differ from conversational signing?

**Grammar Concepts**

- Vocabulary (individual as per project)
- Sign speed and flow
- Classifier use
- Role shifting
- Facial expression for songs

### **Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

### **Informational Texts**

### **Formative & Summative Assessments**

ASLHS videos (competition if possible)  
Expressive presentation (song or story (Asl Jam summative))  
Translated lyrics formative

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom  
Canvas  
Prezi  
ASL ms.com  
ASL.pro.com  
Signsavy.com  
Deafnyc.com

<b><u>Suggested Time Frame:</u></b>	5-6 weeks
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<b><u>Course:</u></b>	American Sign Language II	<b><u>Grade(s)</u></b>	9-12
<b><u>Unit Plan Title:</u></b>	Recreational Activities Unit 19		

**NJSLS Standards Addressed in this unit**

- 7.1. AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1. AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal settings.
- 7.1. NM.B.2 Give and follow oral; and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1. NH.B.5 Converse on a variety of familiar topics studied in other content areas.

**Essential Questions**

- How are verbs modified to show repeated action?
- How are verbs modified to show ease or effort?
- How are verbs modified to show continual action?
- How are season activities expressed?

**Grammar Concepts**

- Repeated action verbs
- Continual action verbs
- Season activity vocabulary
- Ease modified verbs

**Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

**Informational Texts**

**Formative & Summative Assessments**

Test summative  
Expressive presentation summative  
Workbook activities formative  
Class signing activities formative

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom  
Canvas  
Prezi  
ASL ms.com  
ASL.pro.com  
Signsavy.com  
Deafnyc.com

**Suggested Time**

4 weeks

**Frame:**

**III. Instructional Strategies**

Students are evaluated using the following criteria:

1. Class participation (in-class activities)
2. Do now activities
3. Quizzes and tests
4. Homework
5. Expressive presentation
6. Pairs Expressive Conversations
7. Projects
8. Essays /Research Stimulated Tasks
9. Sign Language videos
10. Review packets/question sheets
11. Book activities (written and signed)

**IV. Scope and Sequence**

Key I = Introduced  
 D = Developed in Depth  
 R = Reinforced

**AMERICAN SIGN LANGUAGE I SCOPE AND SEQUENCE CHART**

<b>SKILL TO BE LEARNED</b>	<b>ASL 1</b>	<b>ASL 2</b>	<b>ASL 3</b>
Understanding historical events in American Sign Language		I	R
Understanding and applying parameters and elements for Expressing a sign	I D	D	R
Utilizing proper hand-formation and speed when fingerspelling	I	D	R
Understanding the difference between manually-coded English and American Sign Language	I	R	R

Applying proper use of space and movement when expressing a sign	I	D	DR
Applying appropriate facial expressions and body language to different types of sentences	I	D	DR
Applying appropriate grammatical syntax to different types of sentences	I	D	DR
Understanding and applying proper facial expressions when expressing verbs and adjectives	I	D	R
Understanding appropriate movements in directional verbs	I	D	DR
Understanding noun-verb pairs	I	R	R
Understanding classifiers	I	D	DR
Understanding and applying proper grammatical syntax when Expressing pluralization and numbers	I	D	DR
Understanding proper movement when expressing time	I	D	R
Practicing expressive signing skills	I	D	DR
Practice receptive skills	I D	D	DR
Translating American Sign Language into the English language	I	I	DR
Appreciating Deaf culture and the contributions of Deaf individuals		I D	R
Understanding the functions of the ear	I D	R	R

Understanding the differences in hearing losses	I D	R	R
Understanding the role of professionals servicing the Deaf			I
Understand ASL homonyms			ID
Self-assess ASL skills	I	D	D R
View and give feedback to peer ASL presentation			ID
Interpret (voice ASL) expressive presentation			I
Generate spontaneous expressive ASL stories based on pictures		I	ID
Understanding of ASL poetry significance in the Deaf community			ID
Understanding of the meaning of a variety of ASL poems			ID
Create ASL poems		I	ID
Sign countries, ethnicity and heritage		I	ID
Interpret and sign ASL idioms			IDR
Analyze deaf art (DE'Via)		I	D
Explain the founding of America's deaf schools		ID	R
Explain the consequences of the conference of Milan.		ID	R

List technology that aids the Deaf (alerting devices).		ID	
List and explain important figures in Deaf history		ID	
List and define technology that aids the deaf (listening)	ID	R	
Demonstrate an understanding of the Interpreters Code of Ethics			ID
Apply the Code of Ethics to real world interpreting situations			ID
List and define Deaf people's legal rights			I

## V. List of Textbooks, Instructional Materials & Websites/Apps

*Learning American Sign Language I & II Beginning and Intermediate* (2nd Ed.).

Padden, C., & Humphries, T.

New York, NY: Pearson. 2003

*The American Sign Language Handshape Dictionary*

V. Nelson-Metlay

Gallaudet University Press

Washington DC, 2010

*American Sign Language  
A Teacher's Resource Text  
On Grammar and Culture*

C. Baker and D. Cokely,

T.J. Publishers, Inc.

Silver Spring, MD., 1980

*Deaf Artist in America*

D. Sonnenstrail  
Dawn Sign Press,  
San Diego CA 2002.

*Deaf People in Hitler's Europe*

D. Ryan, J. Schuchman  
Gallaudet University Press, Washington D.C., 2002.

*Joy of Signing Puzzle Book*

L. Hillebrand and L. Reikehof,  
Gospel Publishing House,  
Springfield, MO, 1993

*Laurent Clerc: The Story of his Early Years*

Gallaudet University Press,  
Washington, D.C. 1991.

*Learning American Sign Language*

T. Humphries and C. Padden  
Prentice Hall, Inc.  
Englewood Cliff, NJ 1992

*Signing Naturally – Level I*

G. Smith, E. Lentz and  
K. Mikos, Dawn Sign Press,  
San Diego CA, 1992

**Websites (To include but not limited to)**

Aslpro.com

ASL ms.com

Signsavy.com

Deafnyc.com  
Aslnook.com  
Youtube.com

### **DVD VIDEOS**

*Mr. Holland's Opus* (1996)

*See What I'm Saying* (2010)

*After the Silence* (1996)

### **VI. INSTRUCTIONAL STRATEGIES**

The methods of instruction utilized in this course will be lecture, class discussion, demonstration, individual and small group work, pairs work, as well as large group instructions. Worksheets, role playing, flipped classroom activities, note-taking, dialogue creation/skits, self-analysis pre-writings/revising analyzing videos, collaborating projects, Sign Language competitions (ASLHS), interviews, educational games, field trips and expressive activities will be prepared to reinforce the information, vocabulary and skills presented. The teacher will present information using hand-outs, textbooks, films, video clips, formal demonstration, articles, whiteboard and the SMART board. The use of specific audio-visual materials, games, stories, and video-taping individual students for peer-teacher evaluation will supplement classroom instruction.

### **VII. Student Handout**

### **COURSE DESCRIPTION**

The American Sign Language II course is a full year course, which is designed for the student to continue exposure to the culture and language of the Deaf. The student is required to increase his receptive and expressive skills and be fluent in expressing phrases, a variety of sentences and a short story. Emphasis on vocabulary, non-manual techniques, principles, grammatical syntax and cultural references will be presented to enable the student to communicate with the Deaf and to understand and appreciate the culture and the language of the Deaf community.

**Upon completion student will be able to:**

Demonstrate the use of space and directionality when fingerspelling and expressing a sign.

Demonstrate the correct non-manual grammatical techniques when expressing a specific kind of sentence.

Identify and demonstrate loan signs, pronominal references, directional and non-directional verbs, and different modulations for adjective and adverbs.

Demonstrate use of classifiers to express locations.

Identify and demonstrate classifiers.

Receive and express a concept, phrase, request, directional activity and short story in American Sign Language.

Write the English sentence when receiving ASL.

List the professional organizations and their functions that service the hearing-impaired.

Define different professionals that service the hearing-impaired population.

Expressively sign food and prices.

Demonstrate an understanding of the complex Deaf child/hearing parent relationships.

Expressively sign the layout of a room using classifiers.

Write a research stimulated task on the topic of Deafness as it relates to DE'Via (deaf art).

Explain the appropriate visual environment necessary when communicating with the Deaf.

Observe a variety of Deaf stories expressed by Deaf individuals.

Demonstrate an understanding of key events of deaf history

Demonstrate an understanding of the founding of the first schools for the deaf in America.

Demonstrate an understanding of the impact of the conference of Milan.

List and explain the importance of famous deaf people in the world of entertainment.

Compare the struggles hearing and deaf entertainers face in Hollywood.

List characteristics related to Deaf Culture.

**VIII. American Sign Language Pacing Chart**

**ASL II**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
MP 1	Review	Review	Ch. 11 food	prices	Pres quiz	Ch. 12 Offers	review/assessment	True Life I'm Deaf	Ch. 13 Express Yourself
MP 2	Ch. 14 Experiences	Review and assessment	Mr. Holland's opus	Ch. 15 Future	Ch. 16 Directions	Room descriptions	Room descriptions	Conversation	conversation
MP 3	Deaf history	Deaf history	Famous Deaf PPT	Famous Deaf PPT	See What I'm Saying (RST)	Ch. 17	Ch. 18	Review assessment	Videos
MP 4	videos	Deaf art RST	After the Silence (film)	Presentations (ASL Jam)	Presentations (ASL Jam)	Presentations (ASL Jam)	Ch. 19	Review And test	Review and Final Exam



