

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP HIGH SCHOOL

AMERICAN SIGN LANGUAGE

LEVEL I

NOVEMBER 2017

GRADES 9-12

Overview

The level I ASL Course is available to all students in grades 9-12. The course meets five times a week. The curriculum covers and enhances all suggested themes from the New Jersey World Languages Curriculum Framework. It is also aligned to the latest national and the New Jersey State World Languages Standards.

The broad objective of this course is to provide students with an introduction to American Sign Language. In ASL I, students will study basic hand shapes, body movements and facial expressions to convey thoughts to other ASL literate individuals. This course focuses on the development of basic vocabulary, structures and patterns needed for appropriate concept communication through sign language. Along with the linguistic introduction of American Sign Language, the cultural awareness of the Deaf community will also be addressed on a daily basis.

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 9-12 / Level 1 CP Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Standard/ Proficiency/ Strand/CPIs	Learning Targets	Assessment	Interdisciplinary Connections
Introducing Oneself	Deaf Awareness Questionnaire/ Basic Greetings/ ABCs/ Fingerspelling/ Basic Self Introductions	(Sept) 1 week	What misconceptions do I have about American Sign Language and Deaf Culture? How can I convey an entire language without speaking?	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.B.3 7.1.NM.C.3	Students will be able to... - identify letters in isolation - use the alphabet to spell out his/her name - introduce themselves briefly in the target language - use appropriate greetings in the classroom	Pre-Assessment: Deaf Awareness Questionnaire ABC (in isolation) Presentational & Interpretive Quiz	
	Strategies for Learning ASL/ 5 Parameters of Signs Introducing Oneself/ Cardinal Numbers #1-10/ Fingerspelling/ WH-questions/ Eye Contact/ Identifiers/ Colors	(Sept) 2 weeks (Strategies – 5 weeks)	What can I do to improve my acquisition of the target language? How can “tone of voice” be expressed in American Sign Language? How is the grammar of ASL similar or different from my own language?	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.3	Students will be able to... - identify 5 strategies for learning ASL and apply - identify 5 parameters of signs - analyze signs using five parameters - discuss basic information about him/herself related to introductions - develop smooth fingerspelling skills - incorporate facial expression into signing - compare/contrast basic sentence structure between ASL and English - use courtesies in target language - ask and respond to questions using the words who, what, when, where, etc.	Dialogue: Basic Introduction	
	Grammar and Sign Choice/ Pledge of Allegiance	(Sept) 1 week	How is American Sign Language different from English in terms of word choice? How does one go about interpreting a frozen text from English to American Sign Language?	7.1.NM.A.1 7.1.NM.C.1 7.1.NM.C.2	Students will be able to... - analyze text for conceptual meaning - compare and contrast literal and conceptual translation - use target language to produce a video of he/she producing the Pledge of Allegiance - analyze vocabulary by five parameters	Video Entry: Pledge of Allegiance	9.3.12.AR-JB.3 9.3.12.AR-AV.4
	Indexing – Specifying Where/ Eye Gaze/	(Oct) 3 weeks	What information can I expect to be asked of me in an introductory conversation?	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5	Students will be able to... - utilize signing space to indicate location of objects - incorporate non-manual signals to convey grammatical features	Dialogue:	

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 9-12 / Level 1 CP Curriculum Map

<p>Signing with Facial Expressions/ Conjugating: to be Identifiers/ Appearances/ Gender/ Basic Sports/ Colors/ Likes and Dislikes Basic Family Members/ Negotiating Conversations/ Getting Attention</p>		<p>Why is eye contact so important in American Sign Language?</p> <p>How do I begin, sustain and end a conversation when I am just beginning to learn a language?</p> <p>What are culturally acceptable ways to get attention?</p>	<p>7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C3</p>	<ul style="list-style-type: none"> - present a basic introduction of him/herself - identify key vocabulary of physical characteristics, personality qualities, and preferences - understand descriptions about other in relation to physical characteristics, personality qualities, and preferences - obtain the attention using culturally appropriate means - identify gender distinction in signs - ask and respond to questions related to physical characteristics, personality qualities, and preferences - analyze vocabulary by five parameters 	<p>Introductions and Conversations about Interests/Family</p> <p>Interpretive: Identifying vocabulary words and sentences</p>	
<p>Giving Commands: In the Classroom/ Following Instructions/ Cardinal Numbers 11-20/ Listen to Me (Deaf Culture – Authentic Poem) Halloween Signs/ Stories</p>	<p>(Oct-Nov) 1 week</p>	<p>Why is accurate sign production so important?</p> <p>What is the importance of a good role model?</p> <p>What makes us different and makes the same?</p>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.3</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - give and respond to commands dealing with the classroom - identify notable Deaf adults in history through an authentic source - accurately produce target signs - analyze vocabulary by five parameters 	<p>“Listen to Me”: Students present about selected Deaf/Hard of Hearing adults from poem.</p>	
<p>Integrated Performance Assessment & Feedback</p>	<p>(Nov) 1 week</p>		<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C2 7.1.NM.C.3</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - interpret finger-spelled words from target language to source language - interpret isolated vocabulary from target language to source language - interpret sentences and short stories from target language to source language - introduce oneself through means of a video entry in portfolio - introduce another person through means of a video entry in portfolio - engage in a comprehensive dialogue/skit to demonstrate common practices and conversation when meeting a new person 	<p>IPA: Interpretive (Translate a series of finger-spelled words, vocabulary and sentences from ASL to English) Presentational (Video Entries – Introduction based – in portfolio) Interpersonal (Spontaneous communication encompassing themes covered this unit)</p>	<p>9.3.12.AR-JB.3 9.3.12.AR-AV.4</p>

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 9-12 / Level 1 CP Curriculum Map

Sharing Personal Information	<p>Thankful Vocabulary/ /Giving Information About Yourself/ Yes/No Questions/ Basic School Vocabulary/ How Many?/ Language Backgrounds/ Leisure Activities/ Cardinal Numbers 21-39</p>	<p>(Nov-Dec) 2-3 weeks</p>	<p>What is the difference between making a statement and asking a question in American Sign Language?</p>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.3</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - express appreciation/gratitude in target language - recognize and utilize vocabulary related to school - analyze vocabulary by five parameters - interpret and incorporate facial expressions and non-manual signals - provide information related to his/her language background in target language - discuss leisure activities in target language 	<p>Thankful Video: Students will select a faculty member and will create a video of appreciation to be sent before Thanksgiving Break.</p> <p>Dialogue: Language Background Exchange</p>	<p>9.3.12.AR-JB.3 9.3.12.AR-AV.4</p>
	<p>Signer's Perspective/ Identifying People/ Describing Appearances, Body Position, Actions/ Fingerspelling Negotiating the Signing Environment/ Asking for a Sign/More Conversation</p>	<p>(Dec) 2 weeks</p>	<p>Why is it important to understand signer's perspective? How can non-manual signals enhance a signed message and increase clarity? What are the similarities and differences between hearing and signing environments? As a new signer, how do I take a proactive approach to learning new signs in authentic situations within the Deaf Community?</p>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.3</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - analyze vocabulary using five parameters - describe him/herself related to appearances, body position and actions - develop presentational fingerspelling skills - compare and contrast hearing and signing environments - describe themselves or others using key vocabulary - use the target language to ask for clarification or more information 	<p>Dialogue: Exchanging Information and Describing Others</p> <p>Interpretive: Identifying vocabulary words and sentences</p>	
	<p>Winter Wonderland</p>	<p>(Dec) 1 week</p>	<p>How is American Sign Language different from English in terms of word choice?</p>	<p>7.1.NM.A.1 7.1.NM.C.1 7.1.NM.C.2</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - analyze text for conceptual meaning - compare and contrast literal and conceptual translation 	<p>Video Entry: Winter Wonderland</p>	<p>9.3.12.AR-JB.3 9.3.12.AR-AV.4</p>

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 9-12 / Level 1 CP Curriculum Map

		How does one go about interpreting a frozen text from English to American Sign Language?		<ul style="list-style-type: none"> - use target language to produce a video of he/she producing Winter Wonderland - analyze vocabulary by five parameters 		
Making Connections/ Days of the Week/ Activities and Schedules/ Tense indicators & Grammar	(Jan) 2 weeks	<p>What information can be expected to be discussed when meeting a person from the Deaf Community for the first time?</p> <p>How are introductions the same or different to my own culture?</p> <p>How is tense conveyed in American Sign Language?</p>	<p>7.1.NM.A.2 7.1.NH.A.3 7.1.NH.A.5 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.3</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - ask (memorized) questions related to school life and preferences by interacting with classmates - answer questions related to school life by interacting with classmates - demonstrate comprehension of tense indicators through appropriate placement and sentence structure 	Dialogue: Deaf & Hearing Interactions and Schedules including Time	
Integrated Performance Assessment & Feedback	(Jan) 1 week		<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.4 7.1.NH.A.3 7.1.NH.A.5 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4</p>		<p>IPA: Interpretive (Translate a series of finger-spelled words, vocabulary and sentences from ASL to English) Presentational (Video Entries – Language Background Video [self]; Language Background Video [faculty member]; Daily weekly Schedule) Interpersonal (Spontaneous communication encompassing themes covered in this unit)</p>	<p>9.3.12.AR-JB.3 9.3.12.AR-AV.4</p>

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 9-12 / Level 1 CP Curriculum Map

Where I Live & Where I Want to Go	Telling Where One Lives/ Background Signs/ United States Signs/ Well-Known City Signs	(Feb) 2 weeks	Where can and do I go to experience the target language?	7.1.NM.A.3 7.1.NM.C.3 7.1.NH.C.2	Students will be able to... - describe where they were born, grew up, are from and currently live - differentiate between the states which have signs vs. the states which are abbreviated - organize space to deliver clear messages about locations	Dialogue: Background	
	Seasons/ Time Signs (Days/Months/ Years)/ Major Holidays/ Weather	(Feb) 1-2 weeks	How does the incorporation of time signs affect the meaning of my message? How does my culture celebrate holidays the same or different than in Deaf Culture?	7.1.NM.A.3 7.1.NH.A.2 7.1.NH.A.5 7.1.NH.A.7 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.5 7.1.NH.B.4 7.1.NM.C.3 7.1.NH.C.2	Students will be able to... - use appropriate weather expressions - describe the different seasons and weather associated with them - incorporate signs that indicate time into sentences to express tense - compare/contrast the climate/weather in different locations around the U.S. - express holidays and phrases in regards to the calendar	Dialogue: Season/Holiday/ Weather	
	Giving Commands: Locations/ Communicating with the Face/ Discussing One's Residence/ Mouthing Morphemes/ Giving Basic Directions: Around a Classroom/ Signer's Perspective/ Contrastive Structure/ Deaf Space/ Talking about Roommates and Pets/ Orienting Signs/	(March) 3 Weeks	How would the concept of Deaf Space change my home? Why is maintaining spatial agreement important while giving directions and/or commands? How can the shape of my lips convey meaning in ASL?	7.1.NM.A.3 7.1.NM.A.4 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.A.8 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.5 7.1.NH.B.2 7.1.NH.B.4 7.1.NM.C.3 7.1.NH.C.1 7.1.NH.C.2	Students will be able to... - utilize facial expression/non-manual signals as a tool in communicating - incorporate reference points in order to provide clear directions/instructions - incorporate mouthing morphemes to add meaning to certain signed concepts - compare and contrast two objects using shoulder shifting - describe one's residence in terms of size, color, how many floors - redesign a floor plan based on the concept of Deaf Space - utilize signer's perspective to understand directions (locations) - ask and answer questions about living situations	Deaf Space: Floor Plan & Explanation Scavenger Hunt	

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 9-12 / Level 1 CP Curriculum Map

Giving Basic Directions: Expressing Needs/ Scavenger Hunt						
Time Signs/ Numerical Incorporation/ Traveling to School and Work/ Asking "What is the Sign?"	(March) 1 week	Why is it logical that time signs come first in an ASL sentence? How do I get to and from school? How do I ask someone for a sign for an object or concept while using the target language?	7.1.NM.A.3 7.1.NH.A.1 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.A.8 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.5 7.1.NH.B.4 7.1.NM.C.3 7.1.NH.C.2	Students will be able to... - express time (duration) - utilize numerical incorporation in order to express time - ask and answer questions about how to get to and from school or work - develop strategies to ask for and respond to requests for signs	Dialogue: Transportation Related	
Conceptual Signing/ Grammar Development	(March) 1 week	How is American Sign Language different from English in terms of word choice? How does one go about interpreting a frozen text from English to American Sign Language?	7.1.NH.A.1 7.1.NH.A.8 7.1.NM.C.3 7.1.NH.C.1	Students will be able to... - analyze text for conceptual meaning - compare and contrast literal and conceptual translation - use target language to produce a video of he/she producing a selected few music lyrics or movie quotes - analyze vocabulary by five parameters	Video Entry: Selected Music Lyrics and Movie Quotes	
Integrated Performance Assessment & Feedback	(April) 1 week		7.1.NM.A.3 7.1.NM.A.4 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.A.8 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.5 7.1.NH.B.2 7.1.NH.B.4 7.1.NM.C.3 7.1.NM.C.4 7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.5		IPA: Interpretive (Translate a series of finger- spelled words, vocabulary and sentences from ASL to English) Presentational (Video Entry – U.S. Travel Project) Interpersonal (Spontaneous communication encompassing themes covered in this unit)	

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 9-12 / Level 1 CP Curriculum Map

Entertainment & The Deaf Community	Organizations that Advocate and Serve Deaf Community	(April) 2 weeks	<p>Why are advocacy organizations so important to the Deaf Community?</p> <p>How have advocacy organizations impacted the Deaf Community throughout history?</p>	7.1.NH.A.1 7.1.NH.A.5 7.1.NH.A.7 7.1.NM.C.3 7.1.NM.C.4 7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.5	<p>Students will be able to...</p> <ul style="list-style-type: none"> - identify the need and purpose for various advocacy organizations that serve the Deaf community - present a multimedia rich presentation about a selected Deaf Advocacy Organization - examine how the organization has impacted the Deaf Community throughout history 	Presentation: Deaf Organization History and Overview	
	Deaf Visual Arts (Deaf View/Image Art)– De’VIA	(May) 1-2 weeks	<p>How is De’VIA different from regular art?</p> <p>Why is De’VIA such an important part of Deaf Culture?</p>	7.1.NH.A.1 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7 7.1.NM.C.3 7.1.NM.C.4 7.1.NH.C.1 7.1.NH.C.5	<p>Students will be able to...</p> <ul style="list-style-type: none"> - differentiate between De’VIA and regular art - describe and interpret a piece of De’VIA - relate the concept of De’VIA to another type of art - explain the history of De’VIA and how it impacted the Deaf Community 	Video: De’VIA – selection of a piece and analysis	1.2.12.A.2 9.3.12.AR-JB.3 9.3.12.AR-AV.4 9.3.12.AR-VIS.2
	Deaf/Deaf Portrayal in the Media	(May) 2 weeks	<p>How are the Deaf portrayed in the media?</p> <p>Why is it important for young children and young adults in the Deaf community to have strong role models?</p>	7.1.NH.A.1 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7 7.1.NM.B.5 7.1.NM.B.1 7.1.NM.C.3 7.1.NM.C.4	<p>Students will be able to...</p> <ul style="list-style-type: none"> - identify various Deaf adults in the media - outline the background information, challenges, and achievements of each selected notable Deaf figure - infer what the impact of each Deaf figure has had on the Deaf Community 	Quiz: Identify and answer questions about notable Deaf figures	
	Literal Meanings/ Final Song Interpretation	(April-June) ongoing 7 weeks	<p>How can I make music accessible to a Deaf audience?</p> <p>Are my clothing choices important for presentations?</p> <p>How is American Sign Language different from English in terms of word choice?</p> <p>How does one go about interpreting a frozen text</p>	7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.7 7.1.NH.A.8 7.1.NM.C.3 7.1.NH.C.1 7.1.NH.C.2		Music Video: Students will interpret an entire song and develop a music video.	9.3.12.AR-AV.4

Hillsborough Township Public Schools
 World Languages Department
 American Sign Language
 Grades 9-12 / Level 1 CP Curriculum Map

			from English to American Sign Language?				
	Integrated Performance Assessment & Feedback	(June) 1 week		7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.A.8 7.1.NM.B.3 7.1.NM.B.5 7.1.NH.B.1 7.1.NH.B.4 7.1.NM.C.3 7.1.NM.C.4 7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.5		IPA: Interpretive (GLOSS submission of Music Video Interpretation, explanation of sign choice) Presentational (Interpreted Song via Music Video) Interpersonal (Spontaneous communication encompassing themes covered in this unit: Advocacy Organizations, De'VIA, and Noteworthy Deaf Adults in the Media)	

21st Century Careers Standards:

Number	Statement Standard
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-VIS.1	Describe the history and evolution of the visual arts and its role in and impact on society.