

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP HIGH SCHOOL
AMERICAN SIGN LANGUAGE
LEVEL II CP
NOVEMBER 2017
GRADES 10-12**

Overview

The level II ASL Course is available to all students in grades 10-12. 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 a continuation of topics introduced in the level I American Sign Language Course. In ASL II, students will continue to study basic hand shapes, body movements and facial expressions to convey thoughts to other ASL literate individuals. This course advances students' development of ASL by incorporating intermediate to advanced vocabulary, structures and patterns needed for appropriate concept communication through sign language. Furthermore, ASL II will use the target language in the three modes of communication (interpretive, interpersonal, and presentational) to develop storytelling skills and allow students to incorporate classifiers in their established skills. Along with the linguistic study of American Sign Language, the cultural awareness of the Deaf community will also be addressed on a daily basis.

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American Sign Language
Grades 10-12 / Level 2 CP Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Standard/ Proficiency/ Strand/CPIs	Learning Targets	Assessment	Interdisciplinary Connections
Unit 1: Discussing Others	ASL I Review	(Sept) <1 week			Students will be able to... - identify and produce target vocabulary in isolation and in context		
	Family Vocabulary Relationship Vocabulary Contrastive Structure Negation	(Sept) 2 weeks	Why is effective use of space important when discussing others?	7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.2 7.2.NH.C.3	Students will be able to... - ask and talk about family members in target language - describe family and friends - understand questions or statements about family - compare and contrast families - discuss information about someone else's family	Interpersonal Quiz: Discuss similarities and differences about family members.	
	Telephone Use D/deaf Telling Age (Numerical Inc.) Rank in Family Ordinal/Rocking numbers #1-100 Moving letter "J"	(Sept) 1 week	Why is effective use of space important when discussing others? How are numbers used/signed differently to discuss cardinal numbers, ages, or family ranking?	7.1.NH.A.2 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.C.2 7.2.NH.C.3	Students will be able to... - identify common telephone use practices in the Deaf community - describe family and friends - understand questions or statements about age - compare and contrast families/rank in family - discuss information about someone else's family		
	Ear: Anatomy Possessive Adjectives Personal Pronouns Plural Pronouns Sightlines Mid-MP Journal	(Oct) 1-2 weeks	Why is effective use of space important when discussing others? How are numbers used/signed differently to discuss cardinal numbers, ages, or family ranking?	7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.2 7.2.NH.C.3 9.4.12.H.04	Students will be able to... - identify and label fourteen major parts of the ear - ask and talk about family members in target language - discuss information about someone else's family - identify qualities of visually friendly settings	Anatomy Quiz: Identify and label the parts of the ear. Mid-MP self-assessment journal and participation reflection.	9.4.12.H.04

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	Integrated Performance Assessment (Presentational) Prep & Present	(Oct) 2 weeks	Why is effective use of space important when discussing others? How are numbers used/signed differently to discuss cardinal numbers, ages, or family ranking?	7.1.NH.A.5 7.1.NH.A.7 7.1.NH.C.2 7.2.NH.C.3	Students will be able to... <ul style="list-style-type: none"> - present information about someone else's family - describe family members - compare and contrast family members - accurately make statements about age - present information related to one's rank in family 	IPA Presentational TEST: Present his/her family tree, including multiple family members, ages, marital statuses, and relationships to another in the target language.	
	Integrated Performance Assessment (Interpretive) Prep & Present	(Oct) <1 week	Why is effective use of space important when discussing others? How are numbers used/signed differently to discuss cardinal numbers, ages, or family ranking?	7.1.NH.A.2 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7	Students will be able to... <ul style="list-style-type: none"> - recognize the difference between a question and a statement - understand questions or statements about family 	IPA Interpretive TEST: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).	
	Integrated Performance Assessment (Interpersonal) Prep & Present	(Oct-Nov) 1 week	Why is effective use of space important when discussing others? How are numbers used/signed differently to discuss cardinal numbers, ages, or family ranking?	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.B.4 7.1.NH.B.5 7.1.NH.C.2 7.2.NH.C.3	Students will be able to... <ul style="list-style-type: none"> - ask and talk about family members in the target language - describe family members - recognize the difference between a question and a statement - understand questions or statements about family - discuss information about someone else's family - discuss information about oneself and family - compare and contrast family members/rank in family 	IPA Interpersonal TEST: Discuss information about various family members, using appropriate vocabulary, grammatical structure, appropriate sign space, non-manual markers, and turn-taking.	
	MP-End Journal	(Nov) 1 day	Why is it important to be a reflective learner?			MP-End self-assessment journal and participation reflection.	

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Unit 2: Discussing Daily Routines and Events	Expressing Gratitude: Thank a teacher with a Fond Memory	(Nov) 1 week	Why is spatial organization so important when presenting information?				
	Tense Indicators Translating "DO" Numerical Incorporation – time Activities Calendar Questions Preference	(Nov) 1 week	How can you develop transitions to present a sequence of events? Why are transitions important in presenting a sequence of events? Why is spatial organization so important when presenting information?	7.1.NH.A.2 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.B.2 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.2	Students will be able to... - appropriately use and place WH signs in questions - indicate and identify tense through use of time signs and tense indicators - use and identify numerical incorporation in time concepts - ask and answer questions related to schedules and activities	Interpersonal Quiz: Discuss a variety of activities and compare/contrast schedule with others.	
	Agreement Verbs Chores / Responsibilities Mid-MP Journal NOT-YET vs FINSH Sequencing Transitions	(Dec) 1 week	How can you develop transitions to present a sequence of events? Why are transitions important in presenting a sequence of events? Why is spatial organization so important when presenting information?	7.1.NH.A.3 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.2	Students will be able to... - ask and answer questions related to chores and responsibilities - ask and answer questions related to status of completion - respond appropriately to another signer using NMM and accurate sign choice - discuss opinions about chores and responsibilities	Interpersonal Quiz: Discuss household chores and opinions about different responsibilities, offering appropriate reactions.	

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	Frequency Signs Activities Designating locations for non-present people Accepting/ Declining an Invite	(Dec) 1-2 weeks	How can you develop transitions to present a sequence of events? Why are transitions important in presenting a sequence of events? Why is spatial organization so important when presenting information?	7.1.NH.A.3 7.1.NH.A.4 7.1.NH.B.2 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.2	Students will be able to... - indicate and identify tense through use of time signs and tense indicators - ask and answer questions related to schedules and activities - respond appropriately to another signer using NMM and accurate sign choice - accurately indicate frequency of routines and/or activities - accept or decline invitations using basic phrases - clearly organize and appropriately present a sequence of events	Presentation Quiz: Present scripted dialogues related to frequency of activities and schedules.	
	Holiday Song Instruction	(Dec) <1 week	Why is spatial organization so important when presenting information?		Students will be able to... - use key concepts learned in Units 1 & 2 to incorporate to a holiday/winter-themed song/poem of choice.	Song Presentation: Interpretation / Presentation	
	Food Vocabulary Numerical Incorporation (cost) Numbers – measurements Sequencing	(Jan) 2-3 weeks	How can you develop transitions to present a sequence of events? Why are transitions important in presenting a sequence of events? Why is spatial organization so important when presenting information?	7.1.NH.A.2 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.C.2 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.2	Students will be able to... - use and identify numerical incorporation in time and money concepts - ask and answer questions related to status of completion - clearly organize and appropriately present a sequence of events		
	Ear: Physiology	(Jan) <1 week		9.4.12.H.04	Students will be able to... - identify the functions of the main fourteen parts of the ear	Physiology Quiz: Identify and label the parts of the ear. Identify the function of each part.	9.4.12.H.04
	Integrated Performance Assessment (Presentation) Prep & Present	<1 week	How can you develop transitions to present a sequence of events?	7.1.NH.A.2 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.B.4 7.1.NH.B.5	Students will be able to... - indicate tense through use of time signs and tense indicators - use numerical incorporation in time and money concepts	IPA Presentational TEST: Provide ingredients, measurements and directions for a recipe using the appropriate	

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			<p>Why are transitions important in presenting a sequence of events?</p> <p>Why is spatial organization so important when presenting information?</p>	7.1.NH.C.2	<ul style="list-style-type: none"> clearly organize and appropriately present a sequence of events 	vocabulary and grammatical structure in the target language.	
	<p>Integrated Performance Assessment (Interpersonal) Prep & Present</p> <p>(Part of MIDTERM)</p>	(Jan) 1 day	<p>How can you develop transitions to present a sequence of events?</p> <p>Why are transitions important in presenting a sequence of events?</p> <p>Why is spatial organization so important when presenting information?</p>	7.1.NH.A.3 7.1.NH.A.4 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.2	<p>Students will be able to...</p> <ul style="list-style-type: none"> appropriately use and place WH signs in questions indicate tense through use of time signs and tense indicators ask and answer questions related to chores and responsibilities ask and answer questions related to status of completion discuss opinions about chores and responsibilities accurately indicate frequency of routines and/or activities clearly organize and appropriately present a sequence of events respond appropriately to another signer using NMM and accurate sign choice 	<p>IPA Interpersonal TEST:</p> <p>Discuss information about various chores one is responsible for, using appropriate vocabulary, grammatical structure, appropriate sign space, non-manual markers, and turn-taking skills.</p>	
	<p>Integrated Performance Assessment (Interpretive)</p> <p>(Part of MIDTERM)</p>	(Jan) 1 day	<p>How can you develop transitions to present a sequence of events?</p> <p>Why are transitions important in presenting a sequence of events?</p> <p>Why is spatial organization so important when presenting information?</p>	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	<p>Students will be able to...</p> <ul style="list-style-type: none"> identify tense through use of time signs and tense indicators identify numerical incorporation in time and money concepts understand and translate target vocabulary in isolation and in context 	<p>IPA Interpretive TEST:</p> <p>Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).</p>	
	MP-End Journal	1 day	Why is it important to be a reflective learner?				

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Unit 3: Incorporating Classifiers and Developing Storytelling	Timber One-person role shift Two-person role-shift Instrument Classifiers (ICL) Story Cohesion	(Feb) 1.5 weeks	Which elements are needed to tell a cohesive story? How can classifiers create a more visual demonstration of a signed message? How do classifiers incorporate not only a linguistic contribution to the target language, but also a cultural one?	7.1.NH.A.1 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.A.8 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4	Students will be able to... - appropriately use one-person role shifts - appropriately use two-person role shifts - retell authentic stories using appropriate grammatical features - identify elements of a story - incorporate elements to create a cohesive story	Presentation Quiz: Retelling of "Timber"	
	Gum Story Entrances and Exits Semantic Classifiers (SCL) Instrument Classifiers (ICL) Reference Points Character Development Story Cohesion	(Feb) 1.5 weeks	Which elements are needed to tell a cohesive story? How can classifiers create a more visual demonstration of a signed message? How do classifiers incorporate not only a linguistic contribution to the target language, but also a cultural one?	7.1.NH.A.1 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.A.8 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4	Students will be able to... - appropriately use one-person role shifts - appropriately use two-person role shifts - retell authentic stories using appropriate grammatical features - identify elements of a story - incorporate elements to create a cohesive story - clearly organize and appropriately present a sequence of events	Presentation Quiz: Retelling of "The Gum Story"	
	Semantic Classifiers (SCL) Body Part Classifiers (BPCL)	(Feb-March) 2 weeks	How can classifiers create a more visual demonstration of a signed message? How do classifiers incorporate not only a	7.1.NH.A.1 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.A.8 7.1.NH.C.2 7.2.NH.C.4	Students will be able to... - accurately use classifiers to indicate size, shape, quantity or movement of objects - identify classifiers in signed messages	Interpretive Quiz: Identify classifiers	

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	Instrument Classifiers (ICL) Descriptive Classifiers (DCL) Plural Classifiers (PCL) Locative Classifiers (LCL) Body Classifiers (BCL) Mid-MP Journal		linguistic contribution to the target language, but also a cultural one?			based on a variety of prompts provided. Mid-MP self-assessment journal and participation reflection.	
	Describing Events using Classifiers Describing Objects using Classifiers	(March) 1 week	How can classifiers create a more visual demonstration of a signed message? How do classifiers incorporate not only a linguistic contribution to the target language, but also a cultural one?	7.1.NH.A.1 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.A.8 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.2 7.2.NH.C.4	Students will be able to... - ask and respond to questions about personal items - incorporate elements to create a cohesive story - accurately use classifiers to indicate size, shape, quantity or movement of objects - identify classifiers in signed messages		
	Integrated Performance Assessment (Interpersonal) Prep & Present	(March) <1 week	Which elements are needed to tell a cohesive story? How can classifiers create a more visual demonstration of a signed message? How do classifiers incorporate not only a	7.1.NH.A.1 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.A.8 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.2 7.1.NH.C.3 7.2.NH.C.4	Students will be able to... - appropriately use one-person role shifts - appropriately use two-person role shifts - ask and respond to questions about the events of one's day - incorporate elements to create a cohesive story - respond to another signer using NMM, accurate sign choice, and responses	IPA Interpersonal TEST: Discuss the events of a rough morning, using appropriate reactions, vocabulary, classifiers, grammatical structure, non-manual markers, and turn-taking skills.	

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			linguistic contribution to the target language, but also a cultural one?		<ul style="list-style-type: none"> - accurately use classifiers to indicate size, shape, quantity or movement of objects - identify classifiers in signed messages 		
	Integrated Performance Assessment (Presentational) Prep & Present	(March) 1 week	<p>Which elements are needed to tell a cohesive story?</p> <p>How can classifiers create a more visual demonstration of a signed message?</p> <p>How do classifiers incorporate not only a linguistic contribution to the target language, but also a cultural one?</p>	7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4	<p>Students will be able to...</p> <ul style="list-style-type: none"> - appropriately use one-person role shifts - appropriately use two-person role shifts - incorporate elements to create a cohesive story - clearly organize and appropriately present a sequence of events - describe a personal item using target themes 	IPA Presentational TEST: Create and tell a story about a specific item, using the appropriate vocabulary, grammatical structure and classifiers in the target language.	
	Integrated Performance Assessment (Interpretive) Prep & Present	(March) <1 week	<p>Which elements are needed to tell a cohesive story?</p> <p>How can classifiers create a more visual demonstration of a signed message?</p> <p>How do classifiers incorporate not only a linguistic contribution to the target language, but also a cultural one?</p>	7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7	<p>Students will be able to...</p> <ul style="list-style-type: none"> - translate target vocabulary in isolation and in context - identify elements of a story - identify classifiers in context 	IPA Interpretive TEST: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).	
	MP-End Journal	(March) 1 day	Why is it important to be a reflective learner?			MP-End self-assessment journal and participation reflection.	

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Unit 4: Childhood Stories: Storytelling	Childhood Stories	(April) 2 weeks	Which elements are essential to tell a cohesive story?	7.1.NH.A.1 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.A.8 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4	Students will be able to... - appropriately use one-person role shifts - appropriately use two-person role shifts - appropriately use up-and-down role shifts - retell authentic stories using appropriate grammatical features - identify elements of a story	Original Childhood Story: Rough presentation – starting point. Retell a childhood story: Select one of the two childhood stories studied to present and record for analysis.	
	Narrative Structure						
	“Wrong Name”						
	Narrative Structure						
	Up and Down role shift						
	Reactions						
	“If Only I Could Fly”						
	Grammatical Structure	(April) 1 week				Padlet discussions	
	Childhood Stories	(May) 2 weeks	Which elements are essential to tell a cohesive story?	7.1.NH.A.1 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.A.7 7.1.NH.A.8 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4	Students will be able to... - appropriately use one-person role shifts - appropriately use two-person role shifts - appropriately use up-and-down role shifts - retell authentic stories using appropriate grammatical features - identify elements of a story	Interpretive Test: View two authentic stories, identify various components and answer comprehension questions.	
	Narrative Structure						
“True Fish Story”							
“I Wanna Be Different”							
“Ghost Story”							
Modified Verbs							
Strategies to Convey Unknown Signs							

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	Childhood Stories Mid-MP Journal Integrated Performance Assessment (Presentational) Prep & Present	(May) 2 weeks	Which elements are essential to tell a cohesive story? Which elements are needed to tell a cohesive story with appropriate narrative structure?	7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4	Students will be able to... <ul style="list-style-type: none"> - appropriately use one-person role shifts - appropriately use two-person role shifts - appropriately use up-and-down role shifts - incorporate elements to create a cohesive story - clearly organize and appropriately present a sequence of events 	Presentation Quiz: Present a childhood story using the appropriate narrative structure, grammatical structure, vocabulary, classifiers and non- manual components in the target language. Mid-MP self- assessment journal and participation reflection.	
	Integrated Performance Assessment (Interpretive) Prep & Administer	(May) <1 week	Which elements are essential to tell a cohesive story? Which elements are needed to tell a cohesive story with appropriate narrative structure?	7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5	Students will be able to... <ul style="list-style-type: none"> - interpret and translate target vocabulary in isolation and in context - identify elements of a story 	IPA Interpretive TEST: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).	
	Integrated Performance Assessment (Interpersonal) Prep & Present	(May- June) <1 week	Which elements are essential to tell a cohesive story? Which elements are needed to tell a cohesive story with appropriate narrative structure?	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.B.3 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4	Students will be able to... <ul style="list-style-type: none"> - appropriately use role shifting - ask and respond to questions in order to tell or learn about a story - respond appropriately to another signer using NMM, accurate sign choice, and responses - clearly organize and appropriately present a sequence of events 	IPA Interpersonal TEST: Discuss your best/worst/most embarrassing memory, using appropriate narrative structures, reactions, vocabulary, classifiers, grammatical structure, non-manual markers, and turn-taking skills.	
	MP-End Journal	(June) 1 day	Why is it important to be a reflective learner?			MP-End self- assessment journal and	

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						participation reflection.	