

**Hanford Joint Union High School District
Curriculum Committee Meeting
District Office • May 12, 2011 (5-L-6)**

AGENDA

I. Welcome

II. Approval of April, 2011 Minutes

III. Additions to/Approval of the Agenda

IV. Curriculum Guides/Courses

Note: Any revision to the curriculum guide requires the curriculum guide to be brought forward for approval with the revised document.

Information A. ASL 1 (*new textbook*) – Ayala

Tabled **Tabled Curriculum Guides/Courses**

- *Earth Science A (no guide) — Compagno, Dixon (April)*

V. Textbooks

New textbooks or new editions of a textbook require the curriculum guide to be brought forward for approval with the revised document.

No textbooks for review at this time.

Tabled **Tabled Textbooks**

- *Honors World History – Revious-Uhlik, Caudillo (September 2011)*

VI. Discussion/Reports

A. Intel-Assess

B. 2011-2012 Curriculum Calendar & Schedule Review

VII. Updates

VIII. 2011-2012 Curriculum Committee Meeting Dates at the District Office

September 8, 2011

October 13, 2011

- Course Catalog 2012-2013 review begins
- Submit changes to course prerequisites for Curriculum Committee and Board approval
- Begin process for new textbook proposals

November 10, 2011

- Last meeting to submit new course proposals

December 8, 2011

- December 1—Schedule all first semester finals in Measures.
- Last meeting to approve changes to the Course Catalog

January 12, 2012

- Last meeting for new textbook proposals for information

February 9, 2012

March 8, 2012

- Last meeting for new textbook proposals for approval

April 12, 2012

May 10, 2012

- May 1—schedule all second semester finals in Measures
- Submit purchase orders for approved and replacement textbooks for next year

**Hanford Joint Union High School District
Curriculum Committee Meeting
District Office • April 14, 2011 (5-L-6)**

MINUTES

- I. Welcome** – Bill opened the meeting at 11:59 a.m. and welcomed everyone.

Voting Members Present: Xiomara Ayala, Carol Bennetts, John Craft, Nancy Nagatani, Vicki Mizner, Bobby Peters, Josephine Rebman, Brian Dull, Roger Hartman, Cheryl Silva, Ward Whaley, Sandra Dawson and Bill Fishbough.

Non-voting Members Present: None

Visitor(s) Present: None

- II. Approval of March, 2011 Minutes** – With no corrections, John motioned to approve the minutes and Brian seconded the motion. The minutes were unanimously approved.

- III. Additions to/Approval of the Agenda** – With no additions, Nancy motioned to approve the agenda and Vicki seconded the motion. The agenda was unanimously approved.

IV. Curriculum Guides/Courses

Info/Action	A. Architectural Drawing (<i>revised Leadership Skills</i>)
Info/Action	B. Introduction to Industrial Processes (<i>revised Leadership Skills</i>)
Info/Action	C. Mechanical Drawing (<i>revised Leadership Skills</i>)
Info/Action	D. General Auto (<i>revised Leadership Skills</i>)
Info/Action	E. Advanced Auto Services (<i>revised Leadership Skills</i>)
Info/Action	F. CAD 1 (<i>revised Leadership Skills</i>)
Info/Action	G. CAD 2 (<i>revised Leadership Skills</i>)
Info/Action	H. Web Page Design 1 (<i>revised Leadership Skills</i>)
Info/Action	I. Word Processing 2 (<i>revised Leadership Skills</i>)
Info/Action	J. Beginning Wood (<i>revised Leadership Skills</i>)
Info/Action	K. Advanced Wood (<i>revised Leadership Skills</i>)

The above CTE curriculum guide revisions reflect the addition of leadership skills as required by the Carl Perkins Grant in order for the courses to receive this funding. The guides are presented as information/action. With no questions, Roger motioned to approve these guides and John seconded the motion. These items were unanimously approved and will be forwarded to the Board for approval.

Tabled Curriculum Guides/Courses -

- *AP Statistics (new book)* — Josephine stated no progress has been made on this guide as, at this time, it is not a scheduled course for 2011-2012. We will remove it from the agenda until we know if it will be offered; however, the guide must be completed if the course is going to be offered next year.
- *ASL 1 (new book)* — (tabled from 2009-10) Nancy noted they are having problems incorporating CAHSEE math standards and inquired if this guide needs to have math standards. Josephine noted students do learn numbers in ASL and math standards would be fitting. Brian noted that it would be helpful to have preselected standards that could be included across the board. Bill suggests that staff contact the facilitators for math or English to inquire as to what standards they would suggest for the particular guide in question. Josephine noted the CAHSEE is everyone's responsibility. Xiomara will submit the guide to principals for site committee approval and then to Donna in time for the May agenda.
- *Earth Science A (no guide)* — Vicki will work with the special education staff on revising the Earth Science guide to work for special education students.

V. Textbooks

No textbooks for review at this time.

Tabled

Tabled Textbooks

- *Honors World History – Revious-Uhlik, Caudillo (September 2011)*

VI. Discussion/Reports

- A. Intel-Assess Overview – Bill noted we just completed our first Intel-Assess benchmarks for Algebra I, English 1 and Biology. Our ultimate goal is for core areas to meet over the summer to have blueprints in place so that tests can be developed. We are currently finalizing our contract with Illuminate Education, Inc. Our work with Illuminate Ed will have some overlap with DataWise so that data can be extracted cleanly and we will be ready by the start of school. Illuminate Ed has their staff working with the District on retrieving current data from DataWise to make the change over as seamless as possible. Nancy requested facilitators have the ability to determine what is rolled over.

Nancy and John shared the process for this change with the group. They are selecting and training an expert in each area to assist in developing the blueprints which will align the six benchmarks. Focus is on key standards. At this time, their struggle is with test printing, distribution, collection and review; keeping all within a secure setting. The rationale includes test questions, so the question is how to maintain test security yet share results.

We found the questions we were asking students all year long are not on the level that we should have been on to prepare them for CST testing. It took students two periods to complete Intel-Assess tests as opposed to one period for our past benchmarks. The proficiency level for this benchmark was low, but we anticipated such as these are CST-type questions, which is a different format from previous benchmarks. As a result, cut-points were adjusted to match the CST's. John noted that we have been a standards-based State for many years and the level of these questions should not be a surprise to anyone. Bobby noted that if we are going to grade the benchmarks on a CST scale, we will need to address how we adjust grades to reflect such. Nancy noted we did not go as in depth as we should have in preparing students for this test and gave the example of the terminology used on this test is not the terminology that has been used in the classroom throughout this year. Discussion ensued. Bill noted assessing measured growth is a key element of the benchmark. The group discussed the mechanism in using the rationale results. It was noted that in the past our benchmarks have not been secure, which has skewed our results; therefore, security continues to be a key point that must be reckoned with. Bill noted everyone will have a hand in developing blueprints; however, not everyone will have access to tests and staff will have to adjust to the new process. Nancy shared the blueprints are very eye-opening and most helpful.

John suggests that teachers meet district-wide to discuss the rationale. Bobby noted the information we are now able to obtain with Intel-Assess is a powerful tool that was not available in the past and must be put to good use.

All agreed that given time the test process will go smoother. Nancy questioned the necessity of the spring twelve week benchmark as it is given during CST testing. Discussion on this will continue. Bill thanked Nancy for her ongoing discussion of problems and for providing her thoughts on solutions during these discussions. Bobby noted their facilitators met to discuss make-up testing and they have loosely agreed to have one day scheduled with a proctor that will be handled in a "CST-type style". In discussing special education where students with an IEP would be an issue, Bill noted the CMA portion of Intel-Assess should assist with this. Bobby would like the District to look into Intel-Assess' "Aeries-like" program. Bill noted we will take it one step at a time

and focus on the testing aspect at this time.

Brian inquired how we will address the geography credit for our 2013 graduates and Bill stated that elective credit will take its place. Bobby noted we should discuss removing the geography requirement from the transcript.


Ward shared he submitted a PO for Success 101 consumables—workbook portfolios and Lifestyles in Math. Training is scheduled for June 6 for principals and Success 101 lead teachers. Bill noted we expect to have a number of staff working over that given week to accomplish the work that needs to be completed on the 2011-2012 school year assessments.

VII. 2010-2011 Curriculum Committee Meeting Dates at the District Office

May 12, 2011

- May 1—schedule all second semester finals in Measures
- Submit purchase orders for approved and replacement textbooks for 2010-2011

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Cover Page**

I. Course Title:		American Sign Language 1	
Grade Level:	10-12		
Prerequisite:	None		
Duration:	2 Semesters		
Credit:	Foreign Language		
Guide- Board Adoption Date:	September 2011		
Course Articulation:			
Text - Board Adoption Date	February 2009		
Textbook Name:	Master ASL Level One		
Publisher:	Sign Media Inc.		
Publication year, edition:	2006 1 st Edition		
ISBN-Student text	1-881133-20-6		
ISBN-Teacher text	Not available yet		

II. Course Description

This is a college preparatory beginning American Sign Language (ASL) course. Students with no prior knowledge of ASL will be able to function in a variety of situations with Deaf people. An emphasis is placed on being aware of the cultural adjustments necessary for the hearing person to communicate with the Deaf and learn to respect differences in cultures other than their own through literature and interaction. Basic survival language skills will be emphasized through various activities and projects.

III.A Timeline

First Semester Units

Unit Name:	Fingerspelling & Numbers	Length of Unit:	2 week
Unit Name:	Things to Know – Master ASL Family introductions	Length of Unit:	1 week
Unit Name:	Unit 1 - Welcome	Length of Unit:	3 weeks
Unit Name:	Famous Deaf / Miracle Worker	Length of Unit:	2 weeks
Unit Name:	Unit 2 – Getting Started	Length of Unit:	2 week
Unit Name:	Glossing words and phrases	Length of Unit:	1 weeks
Unit Name:	Unit 3 – Getting to Know You	Length of Unit:	2 week
Unit Name:	Unit 4 – Family and Friends	Length of Unit:	1 week
Unit Name:	Performance presentation	Length of Unit:	3 weeks

III.B Timeline (continued)

Second Semester Units

Unit Name:	Unit 5 – School Days	Length of Unit:	3 weeks
Unit Name:	Story-telling	Length of Unit:	2 weeks
Unit Name:	Unit 6 – Sports and Activities	Length of Unit:	3 weeks
Unit Name:	Technology for the Deaf	Length of Unit:	2 week
Unit Name:	Unit 7 – My daily routine / basic description of people	Length of Unit:	3 weeks
Unit Name:	Performance Presentation	Length of Unit:	3 weeks

IV. Appendices

Supplemental Resource:


	Master ASL Fingerspelling, Numbers and Glossing; Sign Media Inc. ISBN – 1-881133-21-4
	Master ASL Level One DVD video (insert in back of textbook)

Optional Appendices:

	ASL pro / ASL browser
	Gallaudet Dictionary of American Sign Language
	Miracle Worker DVD
	Beyond Silence DVD
	Master ASL website (supposed to be publishing teacher resources)
	Master ASL Level One – Teachers PowerPoint resource kit

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 1**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Fingerspelling And Numbers
Length of Unit:	2 weeks



Standards addressed in this unit:	
<u>Subject Specific Standards: Foreign Language Content Standards</u>	
Content	1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.1 Associate products, practices and perspectives with the target culture.
Structures	1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings.

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

<u>CAHSEE Math Standards:</u>	
2.1	Estimating answers and determining reasonableness of answers. (addition and subtraction)

Learning Objectives/Outcomes:

Students...

	Students will know the importance of fingerspelling.
	Students will be able to introduce themselves to others.
	Students will be able to express, through fingerspelling: names; places; titles of movies and books; certain foods; technical terms.
	Students will be able to use correct handshapes and palm orientation while fingerspelling.
	Students will be able to use correct handshape and palm orientation while signing numbers.
	Students will be able to sign: basic math; years; dates; numbers 1-1000.

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting with hands in sign space
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Level One Fingerspelling, Numbers and Glossing
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Student Material
	HHS: Master ASL Level One Student Material
	SPHS: Master ASL Level One Student Material
<u>Interactive Websites</u>	
	www.aslpro.com

Projects and Activities: Introduce self to class
<u>Required Labs/Activities:</u>
Assessments Tools:

Quizzes/Tests:

Quiz	Fingerspelling quiz Numbers quiz
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Datawise:

	On 6 week benchmark
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Publishers test bank questions

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Other assessments:

	Introduce self to class
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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 2**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Things to Know – Master ASL Level One Family Introductions
Length of Unit:	1 week



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.1 Students address discrete elements of daily life, including: a. Greetings and Introductions b. Family and Friends
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.1 Associate products, practices and perspectives with the target culture.
Structures	1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings .

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:	
2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	Students will introduce and respond to introductions.
	Students will begin to provide information on families and friends
	Students will be able to navigate correctly through their Master ASL textbook.
	Students will know the parameters of ASL.
	Students will know: sign space; eye contact; dominant vs. non-dominant hand; facial expressions; ASL is not English.

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligence

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use,

	write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Level One
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Student Material
	HHS: Master ASL Level One Student Material
	SPHS: Master ASL Level One Student Material
<u>Interactive Websites</u>	


Assessments Tools:

Projects and Activities:	
<u>Required Labs\Activities:</u>	
	Students introduce their families to the class using correct handshape, fingerspelling, list classifier, and numbers.

<u>Quizzes\Tests:</u>	
Quiz	Basic ASL terms / parameters test Family expressive quiz (to class) Family receptive quiz
<u>Datawise:</u>	
	6-week benchmark
<u>Publishers test bank questions</u>	
	NA
<u>Other assessments:</u>	

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 3**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Master ASL Level One Unit 1 Welcome
Length of Unit:	3 weeks



Standards addressed in this unit:	
<u>Subject Specific Standards: Foreign Language Content Standards</u>	
Content	1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. greetings and introductions
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.1 Associate products, practices and perspectives with the target culture.
Structures	1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings .

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To learn proper greetings and farewells in ASL
	Introduce yourself and others
	To learn basic ASL sentence structure
	To ask and answer questions
	To learn how to interact appropriately with Deaf people
	To learn the role of facial expressions and non manual signals

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Assessments Tools:

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:

Textbook & Publisher items available:

Master ASL Level One Student Material

Additional Resources and Materials:

Master ASL interactive DVD

School Site Library:

HWHS: Master ASL Student Material

HHS: Master ASL Level One Student Material

SPHS: Master ASL Level One Student Material

Interactive Websites

Quizzes/Tests:

Quiz Vocabulary check Unit 1

Quiz Sentence test – teacher signed

Test Unit 1 Test

Datawise:

on 6 week benchmark


Publishers test bank questions

ExamView Test Bank

Other assessments:

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 4**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Famous Deaf people / <i>Miracle Worker</i>
Length of Unit:	2 weeks



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.1 Students address discrete elements of daily life, including: j. significant historical figures 1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
Communication	1.3 Present to an audience of listeners, readers, or ASL viewers 1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.1 Associate products, practices and perspectives with the target culture.
Structures	1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings .

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking

into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

- | | |
|-----|--|
| 2.1 | Estimating answers and determining reasonableness of answers. |
| 2.3 | Multiply, divide, and simplify rational numbers by using exponent rules. |

Learning Objectives/Outcomes:

Students...

- | |
|---|
| To recognize significant historical figures in the Deaf culture |
| Empathize with Deaf and Deaf history / experiences |
| Recognize the struggles of the Deaf. |

Strategies\Accommodations

SDAIE\ELL Students

Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.

Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.

Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.")
*** One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.**

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.

MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies

SPATIAL LEARNER Drawing and painting

LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

- | | |
|---|--|
| Remembering: can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce state |
| Understanding: can the student | classify, describe, discuss, explain, identify, locate, |

explain ideas or concepts?	recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Level One Student Material
<u>Additional Resources and Materials:</u>	
	<i>Miracle Worker</i> DVD; Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Student Material
	HHS: Master ASL Level One Student Material
	SPHS: Master ASL Level One Student Material
<u>Interactive Websites</u>	
Famous Deaf searches for factual information: these sites will vary	

Projects and Activities:
<u>Required Labs/Activities:</u>

Assessments Tools:Quizzes/Tests:

Quiz	List of questions with answers
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Quiz	Presentation board
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Test	Famous Deaf test; Famous Deaf presentation
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Datawise:

	on 12-week benchmark
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	Publishers test bank questions
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Other assessments:

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 5**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Unit 2 Getting Started
Length of Unit:	2 weeks



Standards addressed in this unit:	
<u>Subject Specific Standards: Foreign Language Content Standards</u>	
Content	1.1 Students address discrete elements of daily life, including: <ul style="list-style-type: none"> i. School classroom, schedules, subjects, numbers time, directions l. Food, meals, and restaurants f. Calendar, seasons, and weather
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students use appropriate responses to rehearsed cultural situations.
Structures	1.1 Students use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings.

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

<u>CAHSEE Math Standards:</u>

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To ask for help and clarification in ASL
	To engage in basic conversation on a variety of topics
	To understand the cultural view of deafness
	To improve familiarity with ASL grammar and structure
	To learn and apply WH-signs and facial expressions
	To understand iconic and non-iconic signs

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student	define, duplicate, list, memorize, recall, repeat,
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recall or remember the information?	reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Student Material
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Student Material
	HHS: Master ASL Level One Student Material
	SPHS: Master ASL Level One Student Material
<u>Interactive Websites</u>	
	ASL browser; ASL pro

Assessments Tools:Quizzes\Tests:

Quiz	Vocabulary check Unit 2
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Quiz	Sentence test – teacher signed
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Test	Unit 2 Test
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Datawise:

	12-week benchmark
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	Publishers test bank questions
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Other assessments:

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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 6**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Glossing Words and Phrases
Length of Unit:	1 week



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.1 Students address discrete elements of daily life. 1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations 1.2 Interpret written, spoken, or signed (ASL) language
Cultures	1.1 Associate products, practices and perspectives with the target culture.
Structures	1.1 Use orthography phonology or ASL parameters to produce words or signs (ASL) and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings .

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

1.3	Convert fractions to decimals and percents and use these representations in estimations, computations and applications.
2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	Students will recognize that over the years a written system has been developed by ASL teachers and researchers to translate signs into a basic form of English.
	Knowledge of glossing will enhance the overall understanding of ASL grammar and syntax.
	Students will recognize the complexity of glossing and that they are being exposed to the basics of this advanced ASL aspect.

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Fingerspelling, Numbers, and Glossing
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Fingerspelling, Numbers, and Glossing
	HHS: Master ASL Fingerspelling, Numbers, and Glossing
	SPHS: Master ASL Fingerspelling, Numbers, and Glossing
<u>Interactive Websites</u>	

Assessments Tools:	
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<u>Quizzes\Tests:</u>	
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Quiz	Glossing Words Quiz
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Datawise:	
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	On 12-week benchmark
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Publishers test bank questions	
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	NA
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Other assessments:	
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	Weekly informal glossing exercises / quizzes
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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 7**

V. Unit Content/Performance Standards		
Course Name:	ASL 1	
Unit Name:	Unit 3 – Getting to Know You	
Length of Unit:	1 week	

Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.1 Students address discrete elements of daily life, including: b. Family and friends d. Home and neighborhood e. Celebrations, holidays, and rites of passage f. Calendar, seasons, and weather g. Leisure, hobbies and activities, songs, toys and games, sports
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students Use appropriate responses to rehearsed cultural situations.
Structures	2.1 Use sentence level elements (morphology and/or syntax) to produce informal communications.
Settings	1.0 Students use language in highly predictable common daily settings .

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

1.3	Convert fractions to decimals and percents and use these representations in estimations, computations and applications.
2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Student...

	To expand ASL skills and topics of conversation
	To understand topic-comment structure
	To incorporate numbers into conversation
	To understand how ASL name signs are made
	To use possessive signs and deixis appropriately
	To talk about favorites

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting

LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:

Textbook & Publisher items available:

Master ASL Fingerspelling, Numbers, and Glossing

Additional Resources and Materials:

Master ASL interactive DVD

School Site Library:

HWHS: Master ASL Fingerspelling, Numbers, and Glossing

HHS: Master ASL Fingerspelling, Numbers, and Glossing

SPHS: Master ASL Fingerspelling, Numbers, and Glossing

Interactive Websites - ASL Browser

Assessments Tools:Quizzes/Tests:

Quiz	Vocabulary quiz unit 3
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Quiz	Sentence quiz unit 3
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Test	Unit 3
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Datawise:

	on 12-week benchmark
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Publishers test bank questions

	NA
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Other assessments:

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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 8**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Unit 4 – Family and Friends
Length of Unit:	1 week



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.1 Students address discrete elements of daily life, including: b. family and friends 1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students use appropriate responses to rehearsed cultural situations.
Structures	1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings.

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To recognize and use gender distinction in ASL
	To understand and use contrastive structure
	To gain exposure to Deaf art
	To sign about family, friends, and relationships
	To use pronoun signs appropriately

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student	define, duplicate, list, memorize, recall, repeat,
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recall or remember the information?	reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Fingerspelling, Numbers, and Glossing
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Fingerspelling, Numbers, and Glossing
	HHS: Master ASL Fingerspelling, Numbers, and Glossing
	SPHS: Master ASL Fingerspelling, Numbers, and Glossing
<u>Interactive Websites:</u>	
ASL browser; ASL pro	

Assessments Tools:Quizzes\Tests:

Quiz	Vocabulary
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Quiz	sentence
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Test	Unit 5
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Datawise:

	On 12-week benchmark
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Publishers test bank questions


	NA
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Other assessments:

	Introduce family
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	Describe family and friends
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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 9**

V. Unit Content/Performance Standards		
Course Name:	ASL 1	
Unit Name:	Performance Presentation	
Length of Unit:	3 weeks	

Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.2 Students address discrete elements of daily life, including: g. songs (stage I) music, recreational activities (stage II)
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students use appropriate responses to rehearsed cultural situations.
Structures	1.3 Present to an audience of listeners, readers, or ASL viewers.
Settings	1.0 Students use language in highly predictable common daily settings . 2.1 Participate in age appropriate cultural or language use opportunities outside the classroom.

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	Students will be able to interpret written language into ASL.
	Students will be able to recognize audience and purpose.
	Students will be able to use appropriate facial expressions to represent desired tone of song.
	Students will be able to sign clearly, correctly, and confidently to viewers
	Students will be able to demonstrate an understanding of appropriate attire while interpreting or performing.
	Students will increase their depth of vocabulary as well as reinforcing signs learned throughout the first semester.

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting

LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:

Textbook & Publisher items available:

Master ASL Level One

Additional Resources and Materials:

Gallaudet Dictionary of American Sign Language; Master ASL Level One DVD

School Site Library:

HWHS: Master ASL Student Material

HHS: Master ASL Level One Student Material

SPHS: Master ASL Level One Student Material

Interactive Websites

ASL browser; ASL pro

Assessments Tools:

Quizzes/Tests:

Quiz	Song 1
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Quiz	Song 2
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Quiz	Song 3
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Test	Song final
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Datawise:

	District Fall Final ASL 1 expressive
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Publishers test bank questions


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Other assessments:

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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 10**

V. Unit Content/Performance Standards		
Course Name:	ASL 1	
Unit Name:	Unit 5 – School Days	
Length of Unit:	3 week	

Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. i School, classroom, schedules, subjects, numbers, time, direction
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students use appropriate responses to rehearsed cultural situations.
Structures	1.1 Students use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings .

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To improve conversational skills
	To sign about school and school life
	To identify and use the Agent Marker appropriately
	To understand contemporary Deaf education opportunities
	To understand and use these classifiers : ^, 1, 3.
	To tell time and sign about time-related issues

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy


Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Level One
<u>Additional Resources and Materials:</u>	
	Master ASL Level One DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Student Material
	HHS: Master ASL Level One Student Material
	SPHS: Master ASL Level One Student Material
<u>Interactive Websites</u>	
ASL Browser; ASL pro	

Assessments Tools:	
<u>Quizzes/Tests:</u>	
Quiz	Classifier quiz
Quiz	Vocabulary quiz – receptive
Quiz	Unit test
Test	Short story – signed to audience
Datawise:	
	Spring 6-week benchmark
Publishers test bank questions	
	NA
Other assessments:	

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 11**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Story-telling
Length of Unit:	2 weeks



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	2.0 Stage II g. cultural and leisure-time activities, outdoor, recreational activities, music
Communication	3.0 Students use planned language (paragraphs and strings of paragraphs). 1.1 Engage in oral and written conversations
Cultures	1.0 Students Use appropriate responses to rehearsed cultural situations.
Structures	3.1 Use paragraph level discourse (text structure) to produce formal communications.
Settings	1.0 Students use language in highly predictable common daily settings .

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

<u>CAHSEE Math Standards:</u>	
1.3	Convert fractions to decimals and percents and use these representations in estimations, computations and applications.

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	Engage in conversations
	Express author's voice for a Deaf audience
	Provide information within a literary context
	Understand some ideas and familiar details
	Begin to provide information in an organized way
	Adapt literature to correspond with accessed vocabulary

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student	define, duplicate, list, memorize, recall, repeat,
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recall or remember the information?	reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Level One
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Fingerspelling, Numbers, and Glossing
	HHS: Master ASL Fingerspelling, Numbers, and Glossing
	SPHS: Master ASL Fingerspelling, Numbers, and Glossing
<u>Interactive Websites</u>	
	ASL pro; ASL Browser

Assessments Tools:Quizzes\Tests:

Quiz	Informal Group checks
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Test	Perform Group story
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Datawise:

	Spring 6-week benchmark
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	Publishers test bank questions
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	NA
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Other assessments:

	Written scripts due
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	Spot check group readiness
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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 12**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Unit 6 – Sports and Activities
Length of Unit:	3 weeks



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.0 g. Leisure, hobbies and activities, songs, toys and games, sports
Communication	1.0 Students use created language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students Use appropriate responses to rehearsed cultural situations.
Structures	3.0 Students use knowledge of text structure to understand topics related to the external environment.
Settings	1.0 Students use language in highly predictable common daily settings .

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

<u>CAHSEE Math Standards:</u>	
2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To sign about sports
	To understand the Five Parameters of ASL
	To understand the different types of ASL literature
	To expand classifier skills
	To use the past present, and future tenses
	To understand and use the Rule of 9

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
<input type="checkbox"/>	Master ASL Fingerspelling, Numbers, and Glossing
<u>Additional Resources and Materials:</u>	
<input type="checkbox"/>	Master ASL interactive DVD
<u>School Site Library:</u>	
<input type="checkbox"/>	HWHS: Master ASL Fingerspelling, Numbers, and Glossing
<input type="checkbox"/>	HHS: Master ASL Fingerspelling, Numbers, and Glossing
<input type="checkbox"/>	SPHS: Master ASL Fingerspelling, Numbers, and Glossing
<u>Interactive Websites</u>	
<input type="checkbox"/>	ASL Browser; ASL pro

Assessments Tools:**Quizzes/Tests:**

Quiz	Vocabulary quiz
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Quiz	Sentence quiz
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Test	Unit 5 quiz
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Datawise:

	on spring 6-week benchmark
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Publishers test bank questions

	NA
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Other assessments:

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 13**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Technology for the Deaf
Length of Unit:	2 weeks



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	2.1 Students address topics related to self and the immediate environment, including: o. Technological advances and innovation
Communication	2.3 Present to an audience of listeners, readers, or ASL viewers.
Cultures	2.2 State similarities and differences within the target cultures and among students' own cultures.
Structures	1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.
Settings	1.0 Students use language in highly predictable common daily settings.

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To recognize technology for the Deaf
	To present acquired information in an organized way
	Obtain information
	Understand some ideas and familiar details
	Begin to provide information
	To show technological advancements

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student	define, duplicate, list, memorize, recall, repeat,
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recall or remember the information?	reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:

Textbook & Publisher items available:

Master ASL Fingerspelling, Numbers, and Glossing

Additional Resources and Materials:

Master ASL interactive DVD; Home Makeover examples

School Site Library:

HWHS: Master ASL Fingerspelling, Numbers, and Glossing

HHS: Master ASL Fingerspelling, Numbers, and Glossing

SPHS: Master ASL Fingerspelling, Numbers, and Glossing

Interactive Websites

ASL Browser; ASL pro

Assessments Tools:**Quizzes/Tests:**

Quiz	List of questions with answers (researched information)
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Quiz	Posterboard
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Test	Presentation of information to class : Deaf technology topic
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Datawise:

	Spring 6-week benchmark
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Publishers test bank questions

	NA
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Other assessments:

	Researched notes collection
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	Progress report
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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 14**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Unit 7 – My Daily Routine
Length of Unit:	3 weeks



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	2.1 Students address topics related to self and the immediate environment, including: d. Home and neighborhood m. shopping clothes, colors and sizes
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students Use appropriate responses to rehearsed cultural situations.
Structures	1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.
Settings	1.0 Students use language in highly predictable common daily settings.

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To sign about daily routines and activities
	To identify and understand noun-verb pairs in ASL
	To describe clothing
	To learn and use spatial area organization
	To apply turn-taking strategies in conversations
	To understand the sign language continuum

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Fingerspelling, Numbers, and Glossing
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Fingerspelling, Numbers, and Glossing
	HHS: Master ASL Fingerspelling, Numbers, and Glossing
	SPHS: Master ASL Fingerspelling, Numbers, and Glossing
<u>Interactive Websites</u>	
	ASL Browser; ASL pro

Assessments Tools:Quizzes\Tests:

Quiz	Sentence unit 7
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Quiz	Vocabulary unit 7
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Quiz	Fingerspelling unit 7
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Test	Unit 7 review test
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Datawise:

	Spring 12-week benchmark
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	Publishers test bank questions
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Other assessments:

	Describing people activity - pictures
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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 15**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Performance Presentation
Length of Unit:	3 weeks (intertwined with semester review and re-teaching; readying for closure course ASL 1)



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.3 Students address discrete elements of daily life, including: g. songs (stage I) music, recreational activities (stage II)
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students use appropriate responses to rehearsed cultural situations.
Structures	1.3 Present to an audience of listeners, readers, or ASL viewers.
Settings	2.0 Students use language in highly predictable common daily settings . 2.1 Participate in age appropriate cultural or language use opportunities outside the classroom.

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	Students will be able to interpret written language into ASL.
	Students will be able to recognize audience and purpose.
	Students will be able to use appropriate facial expressions to represent desired tone of song.
	Students will be able to sign clearly, correctly, and confidently to viewers
	Students will be able to demonstrate an understanding of appropriate attire while interpreting or performing.
	Students will increase their depth of vocabulary as well as reinforcing signs learned throughout the first semester.

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:

Textbook & Publisher items available:

Master ASL Level One

Additional Resources and Materials:

Gallaudet Dictionary of American Sign Language; Master ASL Level One DVD

School Site Library:

HWHS: Master ASL Student Material

HHS: Master ASL Level One Student Material

SPHS: Master ASL Level One Student Material

Interactive Websites

ASL browser; ASL pro

Assessments Tools:

Quizzes/Tests:

Quiz	Song check
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Quiz	Song check
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Test	Song final
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Datawise:

	District Spring Final ASL 1 expressive
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Publishers test bank questions

	NA
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Other assessments:

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Curriculum Calendar & Facilitators 2011-2012

Thursdays (11:45-2:00)	Deadlines	Site
September 8		District Office
October 13	Submit prerequisite changes Review of course catalog	District Office
November 10	Submit new courses	District Office
December 8	New course approval Course catalog approval	District Office
January 12	New textbook proposals	District Office
February 9		District Office
March 8		District Office
April 12	Submit orders for approved textbooks for next year	District Office
May 10		District Office

Discipline	Hanford High School	Hanford West High School	Sierra Pacific High School
Math	Nancy Nagatani (2012)	Josephine Rebman (2012)	n/a
English	Jeana Heriman (2012)	Myndi Hardgrave (2012)	Brian Dull (2012)
Social Studies	Michele Revious-Uhlik (2012)	Tim Caudillo (2012)	n/a
Science	John Craft (2012)	Vickie Mizner (2012)	n/a
Career Tech Ed	Brian Combes (2012)	Renee Booth (2012)	Allen Blanchard (2012)
VAPA	Denine Jones (2012)	Ellice Blevins (2012)	n/a
World Languages	Xiomara Ayala (2012)		n/a
Health/PE	Brian Neves (2012)	Sandy Johnson (2012)	n/a
Special Education	Nancy Dixon (2012)	Lou Compagno (2012)	n/a

District Curriculum Committee Representatives: Each site may send up to 3 facilitators and an administrator to the District Curriculum Committee meetings.

Auxiliary members or designee: Bill Fishbough, Cheryl Silva, Tim Smith, Janice Ede (Sp Ed, EL, Migrant), Ward Whaley (Categorical Programs), Cheryl Hunt, Bobby Peters, Roger Hartman, Gary Marr, Carol Bennetts, Sandra Dawson

Curriculum Facilitators

Core Curriculum Facilitators

- Receives one period prep;
- One facilitator from each comprehensive site includes:
 - English
 - Math
 - Science
 - Social Studies
 - CTE

Additional Curriculum Facilitators

- Receives \$1,800 per year (no prep period)
- One facilitator from each comprehensive site includes:
 - Visual Arts and Performing Arts
 - World Languages
 - Physical Education
 - Special Education

Important Curriculum-Related Deadlines for 2011-2012

All curriculum guides and addendums, textbook proposals, new courses, etc. must be reviewed and approved at a site facilitator meeting prior to being submitted for the District Curriculum Committee consideration.

Note: Agenda items must be submitted to Educational Services no later than the Friday prior to each meeting. Items received after this date will be placed on the following month's agenda.

New textbooks must include reviews and approval by all appropriate sites. Textbook adoptions must include the revised curriculum guide.

Changes to course curriculum/guides include reviews and approval by all appropriate sites. Curriculum guides must be submitted in Word only.

October 2011

- Course Catalog review begins.
- Submit changes to course prerequisites for Curriculum Committee and Board review and approval.
- Begin identification and review of new textbook proposals

November 2011

- Last meeting to submit new course proposals for information.

December 2011

- December 1st – schedule first semester finals in Measures. Finals may be given on any date after December 1.
- Last meeting for new course approval to meet Course Catalog deadline.

March 2012

- Last meeting for new textbook proposals for information.

April 2012

- Last meeting for new textbook adoptions.
- Proposed textbook adoptions to the Board the last meeting in April

May 2012

- May 1st – schedule second semester finals in Measures. Finals may be given on any date after May 1.
- New textbook proposals taken to the Board for approval in May.
- Submit purchase orders for approved and replacement textbooks for next year.