

C-Character L-Leadership A-Attitude S-Scholarship S-Service



Vista Murrieta High School  
American Sign Language  
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**Dear Students, Parents, and/or Guardians,**

Welcome to American Sign Language. I look forward to this upcoming year. American Sign Language (ASL) is a rich language comprised of its own independent vocabulary, grammar, and sentence structure. Along with the language, we will learn about Deaf Culture and appreciation for culture as a whole. We will use reading materials, videos, cooperative learning activities, and long-term assignments to assist in understanding people who are Deaf, their language, and its growth through the years. First, **please read through this syllabus carefully** and submit your understanding and verification using the Microsoft Form as soon as possible.

**Texts and Resources:**

- **Canvas:** This is the website where most of the work will be completed. This website will be used to study from home and will include posted notes and assignments.
- **Master ASL Level 1: Jason E. Zinza.; Sign Media Inc. (ASL 1 & 2).** This information will be accessed through Canvas.)
- **Signing Naturally Units 1-10 and Units 7-12 (ASL 3 & 4):** Cheri Smith, Ella Mae Lentz, and Ken Mikos; Dawn Sign Press.
- **ASL Deafined:** This is an online information source as well as set of assignments where students will be asked to practice and complete assignments.

**Classroom Rules:**

- My number one rule is **Be Respectful:** This includes being respectful to your peers, your teachers, your classroom, your books, the class set of books, the school staff, and of the school-wide regulations (Please see student handbook for details.)
- **Be on time:** If you are not in your assigned seat by the time class is scheduled to begin, you will be marked tardy. (Please see student handbook for tardy policies.)
- **Be Prepared:** This not only includes your completion of homework (every night you will have homework to review what we are learning in class) and having studied any past information, it includes you being ready to work. Also, please be prepared to have your voice off and sign. Each class will begin with time spent only in ASL, so please turn your voice off at the door. If at any time I find you not prepared, you may lose points for not being ready to complete in-class activities.

- **Clean up after yourself:** Please leave the class looking clean and organized for the next class. Please do not deface or vandalize school property by drawing on desks, chairs, walls, or schoolbooks. If you see any vandalism, please report it to me ASAP so it can be taken care of.
- **Have “CLASS”:** VMHS strongly encourages the qualities of Character, Leadership, Attitude, Scholarship, and Service in their students. Please, conduct yourself with “CLASS” at all times.

### Technology Awareness:

Students will complete all work through an online learning management system called "Canvas". Students need to be aware of their surroundings when creating and submitting videos to ensure nothing inappropriate can be seen in the videos. Students must also be aware that all posts and communication must be “classroom appropriate” and positive for the online learning environment. Students should be respectful of the teacher as well as other students. Please make sure you have a device to use during class for videos, quizzes, etc.

Also, please view the Guidelines shared by Administration for Online Classroom Learning below:

#### 5 guidelines every online student needs to know:

**1. Be Respectful.** While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and teachers are real people who are affected by the words you say and write. It is essential to keep in mind the feelings and opinions of others, even if they differ from your own. If you wouldn't say it to someone's face, don't say it online either.

**2. Respect Diversity.** Your virtual classroom—and academia as a whole—should be, without question, a safe space for people of all races, genders, sexes, ages, sexual orientations, religions, disabilities and socioeconomic statuses. Derogatory and sarcastic comments and jokes that marginalize anyone are fundamentally unacceptable, especially in the classroom. Offensive language—or language that could be construed as offensive—should be avoided and defused. In the unfortunate event that this becomes an issue, you should take immediate action to protect the safety and comfort of your students. Our ethnically rich and diverse, multi-cultural world should be highly celebrated in the classroom and in life. Knowledge your own biases as well before you begin teaching so you can treat every person under your facilitating with the respect and compassion that all humans deserve.

**3. Be aware of strong language, all caps, and exclamation points.** It is easy for written text to be misread and misunderstood. Have you ever sent a text message with good intent, but your recipient thought you were being rude? If so, then you've experienced this firsthand. By being cognizant of strong language, you can identify potential confusions before sending messages. Tip: Read everything out loud before you send it.

**4. Be careful with humor and sarcasm.** Certainly, you shouldn't avoid being funny. We love to see your personality shine through during online classes. Many of our teachers are exceptionally funny too. But like mentioned in Rule #2, make sure that it is clear you are being funny and not being rude. Emoticons and smileys can be helpful when conveying humor or sarcasm so that it is read correctly. Just remember to keep the smiley faces away from academic papers. 😊

**5. Don't post or share (even privately) inappropriate material.** Enough said there. Nothing is truly private online.

### **Make-up Work and Absence Policies:**

**It is your responsibility to check on Canvas for any make-up work if you miss a day. Please email me if you are having issues checking the Canvas Calendar** to see what was missed and for any assignments that are approaching. Also, regularly check the Canvas pages and calendar to see what we do each day. Late assignments will automatically be assigned a score of a zero. However, late assignments will be accepted for a reduced amount of credit up to the date of the unit test. After each unit test, assignments prior to the test will be closed. If the absence is excused, please work with the teacher for make-up options. Unit Assessments must be made up within one week of when the test was given. After this, you will not be permitted to make it up. See me to schedule a time for make-up. Major assignments/ Assessments must be submitted on time or early if needed unless otherwise arranged. Please call or email me with any questions or if any problems arise.

### **Grades:**

Grades are on a cumulative point system based on using the language during class, daily activities, notebook entries, long-term assignments, group assignments, tests, and creative projects. Higher point values will be given on assignments that take longer time periods to complete. Assignments are categorized and weighted by California State Standards for World Language as follows:

- *Communication- 50%*
- *Culture- 30%*
- *Connections- 20%.*

### **Optional ASL 3 Articulation with MSJC ASL 100 Course:**

We are proud to offer an opportunity for level 3 ASL students to earn college credit for ASL 100 through Mt. San Jacinto Community College. This opportunity would require students to pass the ASL 3 course with a B or higher and to pass the ASL 100 course finals with a C or higher. More information on this process will be available in the Spring. If you have questions before then, please feel free to email me.

### **Optional ASL 4 Articulation with MSJC ASL 101 Course:**

We are proud to offer an opportunity for level 4 ASL students to earn college credit for ASL 101 through Mt. San Jacinto Community College. This opportunity would require students to pass the ASL 4 course with a B or higher and to pass the ASL 101 course finals with a C or higher. More information on this process will be available in the Spring. If you have questions before then, please feel free to email me.

## ASL Main Assignments by Level

This is an extremely brief outline of the major projects and topics that will be covered throughout the year. This is by no means a complete list of what will be covered or expected in the ASL courses. It is meant to be a brief and **flexible/estimated outline** of main assignments for students to plan ahead.

ASL 1	Semester 1	Semester 2
ASL I	<p><b><u>Unit 1:</u></b>  <i>Topics-</i> Welcome and Introductions  <i>Projects-</i> Facial Expression  <i>Movie-</i> El Deafo  <i>Expressive-</i> Teacher chat</p> <p><b><u>Unit 2:</u></b>  <i>Topics-</i> Advice, help, weekdays, directional verbs, &amp; question words  <i>Projects-</i> Monster Wanted Poster  <i>Movie-</i> No Ordinary Hero  <i>Expressive-</i> Q &amp; A</p> <p><b><u>Unit 3 A &amp; C:</u></b>  <i>Topics-</i> Holidays  <i>Projects-</i> Deaf Person One-Pager  <i>Movies-</i> The Miracle Worker &amp; William Dummy Hoy  <b>Expressive Final:</b> Golden Ticket to Dialogue</p>	<p><b><u>Unit 3B:</u></b>  <i>Topics-</i> weather, places, &amp; colors  <i>Projects-</i> Cochlear Implant  <i>Movies-</i> Sound and Fury &amp; Sound and Fury, 6 Years Later  <i>Expressive-</i> Personal Narrative</p> <p><b><u>Unit 4:</u></b>  <i>Topics-</i> Family &amp; Friends  <i>Projects-</i> DeVIA  <i>Movie-</i> Mr. Holland’s Opus  <i>Expressive-</i>Family Tree</p> <p><b><u>Unit 5:</u></b>  <i>Topics-</i> School Day &amp; classes  <i>Projects-</i> Deaf Facility  <i>Movie-</i> Sue Thomas  <b>Expressive Final:</b> Comic Strip</p>

ASL II	Semester 1	Semester 2
ASL II	<p><b><u>Unit 6 (Weeks 1-13):</u></b></p> <p><i>Topics-</i> # variations and Rule of 9, FS Cities, activities, tense, 5 parameters, classifier:5, ASL Literature, Sports and Activities, When/ Time Signs for tense, 40 ASL Handshapes, and Copy Sign Haunted House.</p> <p><i>Projects:</i> History Project</p> <p><i>Movies:</i> Through Deaf Eyes &amp; Deaf Mosaic DPN Rally</p> <p><i>People:</i> Thomas Hopkins Gallaudet</p> <p><i>Tests:</i> Expressive- Copy Sign Haunted House</p> <p><b><u>Unit 7 (Weeks 8-14):</u></b></p> <p><i>Topics-</i> #'s Type and Tense, FS Stores, Schedule/Routine, chores, clothes, sign language continuum, noun/verb pairs, Cl: C, Loan Signs, &amp; Abbreviations</p> <p><i>Projects-</i> Singed Song &amp; Movie Reenactment</p> <p><i>Movie:</i> Legend of Mountain Man</p> <p><i>People:</i> Regina Olson Hughes</p> <p><b><u>Finals (Weeks 15-17):</u></b></p> <p><i>Receptive Cumulative:</i> on Canvas</p> <p><i>Expressive:</i> Signed Dialogue with the teacher</p>	<p><b><u>Unit 8 (Weeks 1-7):</u></b></p> <p><i>Topics-</i> # dates, FS Characters, nationalities, describing people, disability/ Deaf, illness symptoms, Interpreting Basics, BASL, &amp; Hawaiian SL</p> <p><i>Projects:</i> Interpreting Examples</p> <p><i>People:</i> Andrew Foster with Patrick Speaks</p> <p><i>Movie:</i> Love is Never Silent</p> <p><i>Tests:</i> Expressive- Interpreting and voicing with the teacher</p> <p><b><u>Unit 9 (Weeks 8-14):</u></b></p> <p><i>Topics-</i> #'s Money, FS Addresses, House Description, Conveying Distance, directions, spatial organization, culture, places in town, CL: Claw &amp; CL: bent V</p> <p><i>Projects:</i> Mime Skit</p> <p><i>Movies:</i> Sweet Nothing in My Ear &amp; The Secret World</p> <p><i>People:</i> Douglas Tilden</p> <p><i>Additions:</i> Anatomy of the Ear and types of hearing loss, CI Review, Shapes (SN pg. 75) and Tic Tac Toe</p> <p><i>Tests:</i> Expressive- Map Description</p> <p><b><u>Unit 10 (Weeks 15-17):</u></b></p> <p><i>Topics:</i> Agent Marker, Professions, Food, Animals, and nature. Use of Classifiers to describe how things look.</p> <p><i>Projects:</i> Vine/Meme Assignment</p> <p><i>Movie:</i> Lives of Deaf Mexicans</p> <p><b><u>Finals (Weeks 18-20)</u></b></p> <p><i>Receptive Cumulative:</i> on Canvas</p> <p><i>Expressive:</i> Copy Sign of "Motel"</p>

ASL III	Semester 1	Semester 2
ASL III	<p><b><u>Weeks 1-4 ASL Literature:</u></b></p> <p><i>Unit 10 Review-</i> Variety of sentence structures, CL: descriptions and CL story</p> <p><i>Assessment:</i> ABC (Gum) Story Copy Sign</p> <p><i>Assignments:</i> Classifier Story, ABC Story, Number Story, Handshape Rhyme, Hidden Work Poems</p> <p><i>Movie:</i> Goldilocks and the 3 Bears, &amp; A-Z ABC ASL Literature</p> <p><b><u>Weeks 6-9 Cribs:</u></b></p> <p><i>Topics:</i> Home related signs, distance mouth morphemes, Furniture Classifiers, spatial visualization, &amp; #'s large amounts of \$</p> <p><i>Assessment:</i> Home Tour Video</p> <p><i>Movie:</i> The Hammer</p> <p><b><u>Weeks 9-14: Deaf Wedding:</u></b></p> <p><i>Topics:</i> #'s Age, idioms, Wedding Speech, Verb inflection (repeated vs continuous)</p> <p><i>Assessment:</i> Signed Wedding Speech</p> <p><b><u>Weeks 14-17 Finals:</u></b></p> <p><b>Silly Fairy Tale-</b> verbs, animals, story signs and transitions</p> <p><i>Assessment:</i> Signed Fairy Tale</p> <p><i>Movies:</i> Aladdin (student play), Cinderella, &amp; Stone Soup</p>	<p><b><u>Weeks 1-6 Deaf Enterprises:</u></b></p> <p><i>Topics:</i> #'s- Number and Type (Rule of 9), intro to Deaf/Blind and Pro-Tactile Sign, existing technology for deaf and blind people, Countries, Superheroes, &amp; BASL Review</p> <p><i>Assessment:</i> Sales Pitch for Imaginary Product targeted for Deaf, Deaf-Blind &amp; HOH People</p> <p><i>People:</i> Nathie Maybury, Lou Ferrigno, CJ Jones, George Veditz, Ludwig Van Beethoven, Kenny Walker, and Ann Silver</p> <p><i>Movie:</i> Biography of Ludwig Van Beethoven</p> <p><b><u>Weeks 7-12 Audism Unveiled:</u></b></p> <p><i>Topics:</i> #'s Dates, Audism Unveiled movie and worksheet, Deaf Gain, Deafhood, Sensory Orientation, Linguisticism, Eugenics, &amp; Mouth Morphemes for Adverbs</p> <p><i>Assessment:</i> Speech (in ASL) about Audism</p> <p><i>People:</i> Bernard Bragg, Clayton Valli, and William Stokoe</p> <p><i>Movies:</i> Audism Unveiled, Johnny Belinda &amp; No Ordinary Hero with Audism Focus</p> <p><b><u>Weeks 13-17:</u></b> Introduction to MSJC Articulation Option for ASL 100 College Credit (Must take 3 Finals and pass with a C or better: 1. Knowledge, 2. Receptive, 3. Expressive. You must also pass the class with a B or better to earn college credit). Final Review.</p> <p><i>Assignment:</i> "The Hitchhiker" Copy Sign and MSJC Expressive Final</p> <p><i>Movies:</i> Tomorrow Dad will Still be Deaf &amp; Two Sounds One Love</p> <p><b>Week 18 Finals:</b> MSJC Receptive and Knowledge</p> <p><b>Week 19 Finals:</b> Expressive, Fingerspelling, Numbers, and Culture and Grammar &amp; all Senior Finals</p> <p><b>Week 20 Finals:</b> Sentence and Story Comprehension</p>

<p><b>ASL IV</b></p>	<p><b><u>Weeks 1-5:</u></b></p> <p><b>Unit 5:</b> Talking about Activities</p> <p><i>Assessment:</i> Dialogue with a partner asking and answering questions (see pages 278 and 280) including all self-assessment points from the unit</p> <p><i>Topics:</i> #'s Rule of 9 with minutes, hours, days, weeks, months, and years; Fingerspelling Names and letters G and H</p> <p><i>People:</i> Clayton Valli and Douglas Tilden</p> <p><i>Movie:</i> Trix Bruce More Classifiers Story Telling</p> <p><b><u>Weeks 6-11:</u></b></p> <p><b>Unit 7:</b> Describing People and Clothing</p> <p><i>Assessment:</i> Project Runway &amp; International Sign Language Project or Sign Languages of the World</p> <p><i>Topics:</i> countries, clothing descriptions, #'s years, Fingerspelling clothing related words &amp; "To-drive, take, &amp; Pick-up" sentences</p> <p><i>People:</i> Arthur Kruger and Regina Olson Hughes</p> <p><i>Movie:</i> Lives of Deaf Mexicans &amp; Have ASL Will Travel</p> <p><b><u>Weeks 12-15:</u></b></p> <p><b>Unit 8:</b> Making Requests and Asking for Advice</p> <p><i>Assessment:</i> Copy Sign "Timber"</p> <p><i>Topics:</i> Improvisation skits, #'s Months and Phone Numbers, &amp; silent Movie Skits</p> <p><i>People:</i> Chuck Baird and Nathie Marbury</p> <p><i>Movie:</i> Hear and Now</p> <p><b><u>Weeks 16-18: Finals</u></b></p> <p><i>Assessment:</i> Movie Talk- Love Language and review/ take cumulative finals</p>	<p><b><u>Weeks 1-6:</u></b></p> <p><b>Unit 9:</b> Describing Places, Things Around Campus, and Opinions</p> <p><i>Assessment:</i> Campus Tour- Pretend you are showing a new student around the VMHS campus. Describe and give opinions on a variety of places around campus.</p> <p><i>Topics:</i> #'s giving the time, Describing the neighborhood (maps), giving directions, Deaf Friendly Relator description, describing favorite restaurant and/or Deaf Friendly restaurant including food served &amp; Snow Man Movie Talk</p> <p><i>People:</i> Andrew Foster and Eric Malzkuhn</p> <p><i>Movies:</i> See What I am Saying</p> <p><b><u>Weeks 7-11:</u></b></p> <p><i>Assessment:</i> Bi-Literacy Seal</p> <p><i>Topics:</i> Preparation and practice, Questions and Answers, Idioms review, classifiers review, numbers review, making self-corrections review</p> <p><i>Movies:</i> Through Deaf Eyes (Review historical events and Deaf perspectives)</p> <p><b><u>Weeks 12-16:</u></b></p> <p><b>Unit 10:</b> Giving Opinions About Others</p> <p><i>Assessment:</i> Copy Sign Gallaudet</p> <p><i>Topics:</i> Picture Story to include transitions in storytelling &amp; role shifting, #'s price, and location of items</p> <p><i>People:</i> Alice Taylor Terry and Marie Jean Phillip</p> <p><i>Movie:</i> Dear Frankie</p> <p><b><u>Weeks 17-19:</u></b></p> <p><b>Assessment Finals:</b> Introduction to MSJC Articulation Option for ASL 101 College Credit; Must take 3 Finals and pass with a C or better: 1. Knowledge, 2. Receptive, 3. Expressive. You must also pass the class with a B or better to earn college credit.</p> <p><i>Topics:</i> Review the 10 important Deaf people, Units 5 &amp; 7-10 review, Numbers review, Culture and Grammar Review, &amp; Expressive Final Prep.</p> <p><i>Movie:</i> TBA</p>
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		<p><b>Week 18 Finals:</b> MSJC Receptive, Knowledge, &amp; Expressive.</p> <p><b>Week 19 Finals:</b> Fingerspelling, Numbers, and Culture and Grammar Sentence and Story Comprehension</p> <p><b>Week 20 Senior Graduation Week</b></p>
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## ***World Language Standards***

### **Communication Standards:**

- Interpretive Communication (Receptive Skills)
- Interpersonal Communication (Signing with others)
- Presentational Communication (Signing to or in front of others)
- Settings of Communication (Use the language in various settings)
- Receptive Structures in Service (Recognizing correct grammar)
- Productive Structures in Service (Using correct grammar)
- Language Comparisons in Service (Comparing ASL to English)

### **Culture Standards:**

- Culturally Appropriate Interaction
- Culture Products, Practices, and Perspectives
- Cultural Comparisons
- Intercultural Influences

### **Connections Standards:**

- Connections to Other Disciplines (Use ASL to discuss and analyze other disciplines/topics)
- Diverse Perspectives and Distinctive Viewpoints (Research diverse cultures in ASL)



**Consent to be Videotaped and/or Photographed**

Dear Parents/Guardians,

As a tool to show best teaching practices at Vista Murrieta High School; please be advised that your child may be videotaped and/or photographed. Only staff members of Murrieta Valley Unified School District will only view these videos or pictures.

I Consent \_\_\_\_\_

I do **NOT** consent \_\_\_\_\_

**Student/Parent Agreement Form**

I have read and understood the expectations addressed in the Syllabus for Vista Murrieta High School and I am willing to abide and give my best effort.

Print Student Name \_\_\_\_\_ Print Parent/Guardian  
Name \_\_\_\_\_

Student Signature \_\_\_\_\_  
Parent/Guardian Signature \_\_\_\_\_

Student Email \_\_\_\_\_ Parent/Guardian  
Email \_\_\_\_\_

**Remember, I am here for any questions or recommendations you may have. Please feel free to call or email me whenever needed. Please remember to sign and return all of the following forms.**