



P-Purpose R-Responsibility I-Integrity D-Duty E-Excellence

## American Sign Language II

### Murrieta Mesa High School

American Sign Language II

Mrs. Carole-Ann Bader

Room 313

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Dear Students, Parents, and/or Guardians,

Welcome/Welcome back to beautiful Murrieta Mesa High School and to American Sign Language! I look forward to spending the upcoming year with you and assisting you with your educational development. **American Sign Language (ASL)** is a rich language comprised of its own independent vocabulary, grammar, and sentence structure and as many of you may not know, it is very different from the English language. Facial expressions and body language are used to assist with illustration and meaning as well as defined hand, arm, and body movements. The language has developed and adapted over numerous years through the use by deaf people and Deaf communities. These people retain their own unique culture and history which we will also be studying in this course. 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, book reports, and long-term assignments through out the year. **I ask that you first read through this syllabus carefully and bring back the signed portion (pages 3 & 4) due next class session.**

#### Texts:

- Learning American Sign Language: Tom Humphries and Carol Padden; Prentice-Hall Inc. (*ASL 1 Students should have their own copy of this text*)
- Signing Naturally Level 1: Cheri Smith, Ella Mae Lentz, and Ken Mikos; Dawn Sign Press. (provided in class)
- For Hearing People Only: Matthew Moore and Linda Levitan; Deaf Life Press. (These books are an in-class set only. Students will not have their own at home.)
- Concise American Sign Language Dictionary: Elaine Costello, Ph.D.; Random House Webster's. (These are also in class only.)
- Outside reading book of choice (Must incorporate signing and/or the Deaf Community- See me for suggestions) These can be checked out from a library if needed.

#### Everyday Materials Required:

- At least 2 pencils or pens.
- Loose paper for any extra assignments
- Notebook (spiral or journal) for journals, interactive writing, along with in class assignments. This does include three ring binders. Please label name/ student #
- Yourself- it is important that you show up to class everyday ready to participate and learn.

\*You may need extra materials for large projects and assignments.

#### Classroom Rules:

- My number one rule is **Be Respectful**. This includes being respectful to your peers, this beautiful campus, your teachers, your classroom, your books, the class set of books, the school staff, and of the school-wide



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- regulations (i.e. no hats in the classroom, no headphones etc. Please see student handbook for details.)
- **Be on time:** If you are not in your assigned seat by the time the bell rings you will be marked tardy. I take attendance promptly every period so if you walk in late it is **YOUR RESPONSIBILITY** to let me know so you are not marked absent.
  - **Be Prepared:** This includes your completion of homework and having studied any past information along with having your bound notebook and pencil out at the sound of the bell, ready to work. Preparation correlates with your participation grade, if you can not participate because you are not prepared points will be docked.
  - **Be Honest:** Academic Honesty is expected school-wide. Please see the student handbook for more details.
  - **Have "PRIDE":** MMHS represents P.R.I.D.E Purpose, Responsibility, Integrity, Duty and Excellence. Please, conduct yourself with "PRIDE" at all times.

### Make-up Work:

**It is your responsibility to ask for any make-up work if you miss a day.** I will accept assignments up to 1 week late for full credit if absence is excused. If the absence is not excused, I will not accept the assignment and a zero will be entered as the score unless other prior arrangements have been agreed upon. Exams and quizzes can be made at lunch or before school. This should be arranged prior to the test remake. Major assignments 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. Your final grade will include all of the following: homework, class work, participation, test/quizzes, projects, and finals. Depending on the length and difficulty of an assignment the points offered will vary. Each student will start each semester with 100% in participation, it is important to participate in all activities and assignments because these points can be lost through disruptive behavior, being unprepared, excessive absences, and incomplete journal logs. The grading scale will be calculated as follows:

#### Grading Scale

Homework and Classwork -20 %  
Participation 15 %  
Test and Quizzes- 35%  
Projects- 15%  
Finals- 15%

The final percent achieved at the end of the first and second semester will determine the letter grade received.

100% through 90%- A  
89% through 80%- B  
79% through 70%- C  
69% through 60%- D  
59% or below- F

**Please remember, I am here for any questions or recommendations you may have. Please feel free to call or email me whenever needed. I also have office hours on B days before school from 7:00-7:30am and after school until 3:30pm if you would like to stop in for anything. My phone number is (951) 239.3677 (leave msg). My email is Cbader@Murrieta.k12.ca.us. Thank you for your time.**

**Carole-Ann Bader**



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Student Name \_\_\_\_\_  
Period \_\_\_\_\_

Dear Parents or Guardians,  
Your son or daughter has registered for American Sign Language II as their second year foreign language elective this year. In this course we will not only be learning grammatical aspects of the language, but also about the history and culture of the Deaf Community. I ask that you please read through the syllabus and movie permission slip carefully and contact me if you have any questions or concerns. Please sign the forms after they have been read through and discussed with the students. I require that all students have the contact information sheet filled out. This is confidential information that I have in case you need to be contacted for any reason.  
Thank you,

Mrs. Carole-Ann Bader,

I have read, discussed, and understand the syllabus. To the best of my ability I will try to abide by all rules and information read.

Student signature \_\_\_\_\_  
Parent/Guardian Name (Please Print) \_\_\_\_\_  
Parent/Guardian Signature \_\_\_\_\_  
Parent/Guardian email \_\_\_\_\_  
Parent/Guardian daytime contact number (\_\_\_\_\_) \_\_\_\_\_

If there is any extra information the teacher should know about the child, please list it below:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**\*\*\*DATES TO REMEMBER\*\*\***

**HALLOWEEN SOCIAL- LOCATION MURRIETA MESA TUESDAY OCTOBER 30TH**  
**ASL SHOW DATES - REHEARSAL MAY 22<sup>ND</sup> & 23<sup>RD</sup> TWO SHOWS MAY 24<sup>TH</sup> & 25<sup>TH</sup>**



Movie Permission Slip for ASL II

ASL is a visual language with an extremely rich and diverse culture; we will be watching a variety of movies during the year. Below is a list of movies that may be viewed during this year with their rating. Please initial any movies that you feel are not suitable for your student to view in the classroom setting. If you have any questions about the content of the movies or the reasons for their rating please feel free to call. Then, please sign below and return this form with your student as soon as possible. Thank you,

The Miracle Worker	(Not Rated)
Mr. Holland's Opus	(PG)
Cecilia's Story	(G)
Love is Never Silent	(PG)
Sound and Fury	(Not Rated)
Tomorrow Dad Will Still be Deaf	(Not Rated)
Deaf President Now Revolution	(Not Rated)
In the Land of the Deaf	(Not Rated)
ASL Poetry	(Not Rated)
Sue Thomas F.B. EYE	(Not Rated)
Through Deaf Eyes	(Not Rated)
Sweet Nothing in My Ear	(Not Rated)
See What I'm Saying	(PG-13)

Student Name (Please Print) \_\_\_\_\_

Student Period \_\_\_\_\_

Parent/ Guardian Name (Please Print) \_\_\_\_\_

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



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## American Sign Language II

This is an extremely brief outline of the major projects and topics that will be covered throughout the year. You will receive project descriptions in more detail at a later date. 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 outline of main assignments for students to plan ahead.

<b>ASL II</b> (dates are to be filled in as we progress through the year)
<b>Semester 1:</b> Units 1-3 “Signing Naturally” Chapters 13-18 in “Learning American Sign Language” Chapters 67-85 in “For Hearing People Only” Deaf History Project Interpreter Project Attend Deaf Event
<b>Semester 2:</b> Units 4-6 “Signing Naturally” Chapters 19-24 in “Learning American Sign Language” Chapters 99-131 in “For Hearing People Only” Deaf Art Project Deaf in Film project Deaf Experience 1- CC Deaf Experience 2- Dinner Deaf Experience 3- Day Attend Deaf Event

The Languages Other Than English Department set the following goal for **target language usage** in the classroom for ASL II:

The teacher will sign in the target language (ASL) 75% of class time to build receptive skills.

The teacher will expect students to use the target language 50% of class time to build expressive skills.



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## American Sign Language II

Course Description from World Language Department

American Sign Language II

Grade Level: 10-12

Course # 4060

Prerequisite: Grade C or better in ASL I and teacher approval

Length: Year

This course meets UC/CSU (E) and district graduation requirements. Students will learn about the language and culture of the deaf community. Intermediate-level receptive and expressive skills will be developed through a variety of instructional activities. Emphasis will be placed on expression in the target language on a regular basis in order to enhance student's linguistic abilities. Use of expressive communication will vary from 50% to 75%, while receptive communication will remain at 75% during instructional time.

## Foreign Language Standards

### Goal 1: Communication

#### Communication in Language Other Than English

**Standard 1.1** Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions

**Standard 1.2** Students understand and interpret written and spoken language on a variety of topics

**Standard 1.3** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

### Goal 2: Culture

#### Gain Knowledge and Understanding of Other Cultures

**Standard 2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

**Standard 2.2** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

### Goal 3: Connections

#### Connect with Other Disciplines and Acquire Information

**Standard 3.1** Students reinforce and further their knowledge of other disciplines through the foreign language

**Standard 3.2** Students acquire information and recognize the distinctive viewpoints that only are available through the foreign language and its cultures

### Goal 4: Comparisons

#### Develop Insights into the Nature of Language and Culture

**Standard 4.1** Students demonstrate an understanding of the language through comparisons of the language studied and their own.

**Standard 4.2** Students demonstrate an understanding of the concept of culture through the comparisons of the culture studied and their own



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### **Goal 5: Communities**

#### **Participate in Multilingual Communities at Home and Around the World**

**Standard 5.1** Students use the language both within and beyond the school setting

**Standard 5.2** Students show evidence of becoming life long learners by using the language for personal enjoyment and enrichment

**Standard 5.3** Students engage in activities which prepare them to use the target language to attain career goals