

**Murrieta Valley Unified School District
High School Course Outline
February 2006**

Department: Foreign Language

Course Title: American Sign Language IV

Course Number: 4080

Grade Level: 11-12

Length of Course: 1 year

Prerequisite: Completion of American Sign Language 3 with a grade of A or B or instructor approval with a grade of C

UC/CSU (A-G) Requirement: E

Course Descriptions: American Sign Language IV offers students an expanded series of informal and formal linguistic learning activities designed to empower students to acquire higher level communicative skills and to develop the cultural competencies necessary to successfully interact with the Deaf community. Special emphasis is given to application of language skills for personal enjoyment and within a professional context, and exploration of post-high school opportunities related to American Sign Language.

I. Goals

The students will:

Objectives	Standards
A. Students will demonstrate essential skills needed to narrate successfully ; i.e., using role shift, maintaining spatial agreement, sequencing classifiers, analyze and describe what happened from two points of view; appropriate timing reactions to coincide with stimuli, and providing detailed description.	American Sign Language Standards 1.1, 1.2,1.3, 2.1, 2.2, 3.1, 4.1, 5.1
B. Students will translate mathematical equations and statistics; analyze essential information to show relationship, ranking, and relevance; explain, compare/contrast, rephrase, demonstrate and draw conclusions to	American Sign Language Standards 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2, 5.1

<p>present the fact.</p>	
<p>C. Students will compare cultural rules and customs; incorporate cross-culturally appropriate gestures and spatial referencing, and develop strategies for explaining rules of a game using classifiers and conditional sentences, rhetorical questions, and relative clauses.</p>	<p>American Sign Language Standards 1.1, 1.2, 1.3, 2.1, 4.1, 4.2, 5.1, 5.2</p>
<p>D. Students will analyze and sign the sequences of events that occurred during an accident, switch between different classifiers, and use role shift to show different perspectives/attitudes/reactions.</p>	<p>American Sign Language Standards 1.1, 1.2, 1.3, 2.1, 4.1, 4.2, 5.1, 5.2</p>
<p>E. Students will apply communicative skills in a professional context using specific vocabulary that addresses finances and business protocol. Students will sign dialogues that discuss purchases, income, and methods of payment. Students will role play in a ‘financial community’, discussing bills, debts, and contributions.</p>	<p>American Sign Language Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3</p>
<p>F. Students will demonstrate expanded conversational fluency and the ability to share opinions; analyze factors that affect past, present and future life decisions; and explore job opportunities. Students will read and translate written text into sign.</p>	<p>American Sign Language Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3</p>
<p>G. Students will describe the human anatomy; read and analyze complex information regarding specific health conditions; organize the information into three areas: symptoms, causes and treatments; and sign presentations on specific health conditions.</p>	<p>American Sign Language Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</p>

II. Outline of Content for Major Areas of Study

Unit Themes	Topics	Key Activities
Semester 1		
Unit 18: Narrating Unforgettable Moments	Lesson 1: <u>Pass, Throw and Spill</u> (pg. 4-19)	<ul style="list-style-type: none"> ▪ Analyze appropriate role shift positions via student-videotaped productions ▪ Identify and demonstrate appropriate non-manual behaviors, i.e. raised eyebrows and eye gaze ▪ Narrate a personal story using basic role shift, instrumental and locative classifiers
	Lesson 2: <u>Tripping and Falling</u> (pg. 20-21)	<ul style="list-style-type: none"> ▪ Analyze appropriate role shift positions via student-videotape productions ▪ Group pairing to analyze and identify effective narrative behaviors via videotext ▪ Translate and deliver an embarrassing moment
	Lesson 3: <u>Injuries and Mishaps</u> (pg. 22-27)	<ul style="list-style-type: none"> ▪ Demonstrate the use of appropriate classifiers to describe injuries using one-person role shift ▪ Identify and analyze effective use of classifiers via videotext ▪ View student-videotape productions to evaluate appropriate transitions and reaction times
	Lesson 4: <u>Kiss, Hug and Poke</u> (pg. 28-40)	<ul style="list-style-type: none"> ▪ Narrate a story from the perspective of both initiator and receiver ▪ View student-videotape productions to evaluate appropriate positioning ▪ Identify/demonstrate the four variations of role shift via videotext
	Lesson 5: <u>Unforgettable Moments</u> (pg. 41)	<ul style="list-style-type: none"> ▪ Write, translate and deliver an unforgettable moment
Unit 19: Sharing Interesting Facts	Lesson 1: <u>Whole/Part Facts</u> (pg. 52-58)	<ul style="list-style-type: none"> ▪ Translate statistical information from written text ▪ Deliver statistical information including fractions/percentages/ratios

	Lesson 2: <u>Listing</u> (pg. 59-64)	<ul style="list-style-type: none"> ▪ Categorize and present information using emphatic & chronological order ▪ Translate facts from written text and give an opinion as to the significance of the facts ▪ Pairs: Invent and conduct a survey and deliver the results
	Lesson 3: <u>Comparisons</u> (pg. 65)	<ul style="list-style-type: none"> ▪ Organize and present information using contrastive, topic/comment, and rhetorical structures ▪ Translate and deliver facts obtained from multi-media sources
	Lesson 4: <u>Illustrate a Fact</u> (pg. 80)	<ul style="list-style-type: none"> ▪ Use multi-media resources to identify interesting facts and present the information using spontaneous delivery with a partner ▪ View, interpret and evaluate live student survey results
<u>Unit 20: Explaining Rules</u>	Lesson 1: <u>Rules We Live By</u> (pg. 88-99)	<ul style="list-style-type: none"> ▪ Read <u>Deaf in America Voices from A Culture</u> : by Carol Padden. Compare and contrast families with deaf children to families with hearing children ▪ Present skits that explain driving rules using conditional clauses ▪ Deliver an everyday or cultural rule to small groups ▪ Research and present a custom from another country, comparing it to student's native culture.
	Lesson 2: <u>Card Games</u> (pg. 100-109)	<ul style="list-style-type: none"> ▪ Create original card game and present rules to small groups ▪ Analyze and evaluate attention-getting behaviors during student card-playing sessions
	Lesson 3: <u>Group Games</u> (pg. 110)	<ul style="list-style-type: none"> ▪ Introduce a group game to lower level ASL students and demonstrate appropriate group management techniques
<u>Unit 21: Telling About Accidents</u>	Lesson 1: <u>Horses</u> (pg. 118-125)	<ul style="list-style-type: none"> ▪ Identify and analyze effective use of semantic & locative classifiers via videotext ▪ Tell a story demonstrating appropriate movement agreement and classifier sequence ▪ * Role play an incident with a horse

	Lesson 2: <u>Bicycle</u> (pg. 126-134)	<ul style="list-style-type: none"> ▪ Tell a story using a picture of a bicycle stunt, demonstrating appropriate role shift and non-manual behaviors ▪ Narrate a personal bicycle mishap and explain what could have been done to avoid the accident ▪ View a dirtbike incident depicted on the student videotext. Interpret and retell using a Round-Robin format.
	Lesson 3: <u>Automobiles</u> (pg. 135)	<ul style="list-style-type: none"> ▪ Teacher models car movement and students respond with driver's movement using semantic and descriptive classifiers to achieve movement agreement ▪ Explain an incident involving a moving violation, emphasizing role shift ▪ View student videotaped productions that tell about a car accident. Peer evaluation. ▪ Pairs: Spontaneous dialogue about a car accident demonstrating appropriate conversational skills ▪ Describe a personal vehicle accident using appropriate role shift, classifiers, and non-manual behaviors
Semester 2	Lesson 1: <u>Basic Money Vocabulary</u> (pg. 164-170)	<ul style="list-style-type: none"> ▪ Identify and associate international currencies with the country where they are used
Unit 22: Talking About Money	Lesson 2: <u>Discussing Banking</u> (pg. 171-174)	<ul style="list-style-type: none"> ▪ Research criteria for selecting a bank using the internet, and present findings ▪ Simulation: Using a simulated business community, students role play banking procedures (opening/closing accounts, transfer of funds, loans, interest rates, bankruptcy).
	Lesson 3: <u>Discussing Finances</u> (pg. 175-189)	<ul style="list-style-type: none"> ▪ Brainstorm in small groups the advantages and disadvantages of using cash or credit card to buy a car ▪ Analyze a videotext that describes the pros and cons of buying a new vs. used car ▪ Role play using situation cards on pg. 185 TM to reach a compromise or solution

<p><u>Unit 23: Making Major Decisions</u></p>	<p>Lesson 1: <u>Discussing Housing Situations</u> (pg. 190-195)</p>	<ul style="list-style-type: none"> ▪ In pairs: Buy a house together, reaching agreement on environment, size and features of home ▪ Design and present a dream house to small groups ▪ Use situation cards on pg. 193-94 TM to develop fluency
	<p>Lesson 2: <u>Discussing Cars</u> (pg. 196-205)</p>	<ul style="list-style-type: none"> ▪ Using transparencies, identify car features ▪ Draw and invent a dream car, discussing desired features ▪ Popcorn role play: Student explains to irate parent why car problems were the reason for getting home after curfew, rotating actors every two minutes. ▪ Situation cards on pg. 203-204 to develop fluency ▪ Interview a member of the Deaf community regarding the difficulties of buying a car in a hearing society; document the findings in a written composition
	<p>Lesson 3: <u>Discussing Major Decisions</u> (pg. 206-215)</p>	<ul style="list-style-type: none"> ▪ Role playing cards on pg. 207-208 TM for developing fluency ▪ Conduct an online investigation as a class of the educational programs offered by different colleges that specialize in Deaf Studies and the accommodations available to Deaf students; chart the costs, reputation, extra-curricular activities, location, facilities, and diversity results; select a favorite college and justify their choice ▪ Individually conduct an online investigation of their own colleges of interest. Select a favorite college and justify their choice based on costs, reputation, extra-curricular activities, location, facilities, and diversity ▪ Pairs: Write and translate a dialogue discussing the factors that lead to changing one's career ▪ TV talk show: host and panel of people to discuss relationship issues (marriage, divorce, adoption, separation)

<u>Unit 24: Describing the Human Body</u>	Lesson 1: <u>Describing the Human Body</u> (pg. 216-234)	<ul style="list-style-type: none"> ▪ Video: <u>Pursuit of ASL: Interesting Facts Using Classifiers</u>. View and interpret. ▪ Produce live and video dialogues describing how the human anatomy functions (skeletal, digestive, respiratory and circulatory systems) ▪ In small groups, using terminology found in a medicine cabinet, identify remedies to common health problems
	Lesson 2: <u>Describing Symptoms, Causes and Treatments</u> (pg. 235-252)	<ul style="list-style-type: none"> ▪ Role play: Patient explains symptoms of a common health problem to two health care providers; receives two medical opinions regarding causes and treatment ▪ View and analyze a video text about Parkinson's Disease
	Lesson 3: <u>Presentation on Health Condition</u> (pg. 253)	<ul style="list-style-type: none"> ▪ Read, interpret, develop, and deliver a health presentation describing the symptoms, causes and treatment of specific diseases
<u>Unit 25: Storytelling</u>		<ul style="list-style-type: none"> ▪ Video: View and interpret <u>ASL Literature Series: Bird of a Different Feather and For a Decent Living</u> ▪ View videotexts of children's stories performed in ASL; identify key elements of storytelling. ▪ Read and translate a child's story of choice ▪ Write, translate and narrate a story about "An adult that had an impact on my life"

III. Accountability Determinants

A. Key Assignments

1. Unit 18: Narrate a personal story about an embarrassing incident using basic role shift, instrumental and locative classifiers
2. Unit 19: In pairs, invent and conduct a survey and deliver the results while peers view, interpret and evaluate the presentation
3. Unit 20: Create original card game and present rules to small groups
4. Unit 21: Describe a personal vehicle accident using appropriate role shift, classifiers and non-manual behaviors
5. Unit 22: Class Simulation: Using a simulated business community, students role play banking procedures (opening/closing accounts, transfer of funds, loans, interest rates, bankruptcy)

6. Unit 23: Individually conduct an online investigation of their own colleges of interest, select a favorite college and justify their choice based on costs, reputation, extra-curricular activities, location, facilities, and diversity
7. Unit 24: Develop and deliver a health presentation describing the symptoms, causes and treatment of specific disease
8. Unit 25: Write, translate and narrate a story about an adult that had an impact on your life

B. Assessment Methods

1. Receptive language tests and quizzes
2. Expressive language dialogue presentations (live and video)
3. Self-designed expressive pair and group presentations
4. Homework
5. Class participation in lecture discussions
6. Self-reflection
7. Internet research
8. Project-based learning
9. Interviews

IV. Instructional Materials and Methodologies

A. Required Textbooks

1. Humphries, Tom & Padden, Carol. Deaf in America Voices from a Culture. Cambridge, MA: Harvard University Press, 1988.
2. Signing Naturally, Level 3. San Diego: Dawn Sign Press: San Diego, 2001.

B. Supplementary Materials

1. Bahan, Ben & Supalla, Sam. Bird of a Different Feather and For a Decent Living Student Workbook. 1994.
2. Bahan, Ben & Supalla, Sam. Bird of a Different Feather and For a Decent Living Teacher's Guide. 1994.
3. Garcia, Joseph & Thomas, Charles C. Medical Sign Language: Easily Understood Definitions of Commonly Used Medical, Dental, and First Aid Terms. Springfield, Illinois: 1983.
4. Video: ASL Literature Series: Bird of a Different Feather and For a Decent Living. Sam Supalla. Ben Bahan. Dawn Sign Press: San Diego, CA. c1984
5. Video: Pursuit of ASL: Interesting Facts Using Classifiers. C1998.

C. Instructional Methodologies

1. Paired/group activities
2. Cooperative learning
3. Role-playing and skits and dialogues
4. Grammar and vocabulary drills
5. Reading of texts and discussion
6. Watch teacher/student/video for receptive understanding