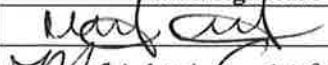
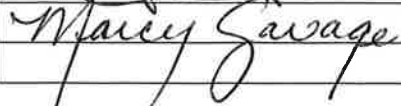
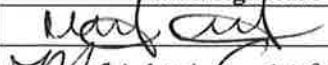
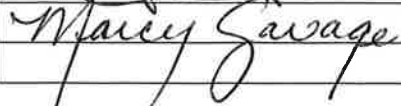
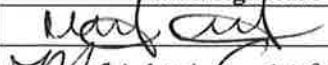
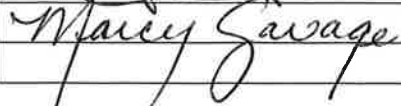


# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>1. Course Title:</b> American Sign Language IV</p> <hr/> <p><b>2. Transcript Title / Abbreviation:</b> ASL IV</p> <hr/> <p><b>3. Transcript Course Code / Number:</b></p> <hr/> <p><b>4. Required for Graduation?</b>  <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <hr/> <p><b>5. Meets UC/CSU Requirements?</b>  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><i>Was this course <u>previously approved</u> by UC?</i>  <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <hr/> <p><b>6. Meets "AP" Requirements?</b>  <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <hr/> <p><b>7. Course Author/Contact:</b>  <b>First Name:</b> <u>Leslie</u>  <b>Last Name:</b> <u>Machado</u>  <b>Position/Title:</b> <u>teacher</u>  <b>Phone # :</b> <u>(951) 672-6030 ext.:22258</u>  <b>Email:</b> <u>leslie.machado@phusd.org</u>  <b>Date Submitted:</b> <u>8/27/12</u></p>	<p><b>8a. Subject Area</b></p> <p> <input type="checkbox"/> History/Social Science  <input type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Laboratory Science  <input checked="" type="checkbox"/> Language other than English  <input type="checkbox"/> Visual &amp; Performing Arts  <input type="checkbox"/> College Prep Elective  <input type="checkbox"/> Other _____         </p> <p>Is this course classified as a Career Technical Education:    <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p>If CTE:          Name of Industry Sector: _____          Name of Career Pathway: _____</p> <p><b>8b. Credential required to teach this course:</b></p> <p style="text-align: center;">_____          (To be completed by H.R. only)</p> <p>Signature _____ date _____</p> <hr/> <p><b>9. Grade Level(s)</b></p> <p style="text-align: center;">7    8    9    10    11    <u>12</u></p> <hr/> <p><b>10. Meets "Honors" Requirements?</b>  <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <hr/> <p><b>11. Unit Value / Length of Course</b></p> <p> <input type="checkbox"/> 0.5 (half year or semester equivalent)  <input checked="" type="checkbox"/> 1.0 (one year equivalent)  <input type="checkbox"/> 2.0 (two year equivalent)  <input type="checkbox"/> Other: _____         </p>												
<p><b>12. APPROVALS:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Name/Signature</th> <th style="width: 35%;">Date</th> </tr> </thead> <tbody> <tr> <td>Subject Area Council:</td> <td style="text-align: center;"></td> <td style="text-align: center;">8-30-12</td> </tr> <tr> <td>Educational Planning Council:</td> <td style="text-align: center;"></td> <td style="text-align: center;">9/6/12</td> </tr> <tr> <td>Board Approval:</td> <td></td> <td></td> </tr> </tbody> </table>			Name/Signature	Date	Subject Area Council:		8-30-12	Educational Planning Council:		9/6/12	Board Approval:		
	Name/Signature	Date											
Subject Area Council:		8-30-12											
Educational Planning Council:		9/6/12											
Board Approval:													

**13. Pre-Requisites**

Successful completion of American Sign Language I and II or equivalent

**14. Co-Requisites**

**15. Brief Course Description**

This course is seeking UC/CSU approval and district approval to meet the graduation requirement for A Language Other Than English. Students will develop intermediate to advanced level skills in signing and in comprehension of signs while deepening their familiarity with grammatical features of ASL. The course expands expressive and receptive vocabulary necessary to increase ASL proficiency. It will increase visual perception, visual memory, signed fluency and length of signed interactions to enable prolonged conversations with a Deaf person. The students will gain increased knowledge of Deaf culture including art and literature. Students will also become familiar with well-known Deaf individuals and historical events.

**B. COURSE CONTENT**

**16. Course Purpose:**

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

The purpose of this course is to bring students to a higher level of language skills and offer a more in-depth look at Deaf culture and history. Students will become more fluent in receptive and expressive elements of the language. They will also be to dissect ASL sentences and gloss from English into ASL. Students will discuss, share, and present information regarding Deaf society and its intricacies. They will write short essays with recognized source to back up their research and theories.

Research format will be used for papers (MLA). Sociological views will be discussed as related to language, history, and culture.

**17. Course Outline**

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Grammar and vocabulary will be based on the information provided in the texts; historical events will be researched from the texts and outside research; cultural study will be conducted through the use of texts.
Topics: grammar, glossing, sentence structure, vocabulary, Deaf education, cultural similarities and difference, continuum of languages and sign systems, Gallaudet college, Deaf President Now, Deaf individuals, schools for the Deaf, Deaf students in various types of educational settings, ethics of interpreting, voice to sign and sign to voice interpreting, sociological viewpoints, communication devices, comparison of cultures, disability students.

**18. Writing Assignments**

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Research and position papers based on debate and discussion

**19 (A) Textbook #1**

Title: Signing Naturally

Edition: \_\_\_\_\_ Publication Date: 2008

Publisher: Dawn Sign Press

Author(s): Cheri Smith, Ella Mae Lentz, Ken Mikos

Usage:  Primary Text  Read in entirety or near entirety

***Textbook #2 (if applicable)***

Title: American Sign Language: The Original Green Books Teacher and Student Texts 2

Edition: \_\_\_\_\_ Publication Date: 2002

Publisher: Gallaudet University Press

Author(s): Charlotte Baker-Shenk, Dennis Cokely

Usage:  Primary Text  Read in entirety or near entirety

Title: ASL Skills Development

Edition: \_\_\_\_\_ Publication Date: 2007

Publisher: Dawn Sign Press

Author(s): Carol J. Patrie

Usage:  Primary Text  Read in entirety or near entirety

**19 (B) Supplemental Instructional Materials (please describe)**

Films

Dictionaries

Hands on material

Handouts

Powerpoint

Information presented from other sources

**20. Key Assignments**

Detailed descriptions of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assignments that students will be required to complete.

Semester I:

Assignments from texts

Book Report

Deaf Event-Write-up (2)

Semester II:

Assignments from texts

ASL Interpreting Analysis

Deaf Event Write-up (2)

In addition to these large projects, students will complete several other small projects.

### **21. Instructional Methods and/or Strategies**

List specific instructional methods that will be used.

Instruction will include vocabulary building, grammar and structure, culture, fingerspelling, direct instruction, collaboration, technology, visual aids, films, and books. Individual, paired, small group and large group assignments will be included in this course. Discussion and debate will be incorporated. Contact with the Deaf Community will include attendance at specified events and guest speakers.

### **22. Assessment Methods and/or Tools**

List different methods of assessments that will be used.

Assessment will be conducted weekly through quizzes and tests. Quizzes will include expressive and/or receptive communication in ASL. Test will include expressive and/or receptive communication in ASL. And short answer questions about culture, grammar, and experiences. Several multiple choice test will be included for district data purposes. Projects, interactive games, and daily observation will play a role in the evaluation of skills. Some essays and research papers will be included and MLA format will be used.

### **23. Course Pacing Guide and Objectives:**

<b>Day</b>	<b>Objective</b>	<b>Standards</b>	<b>Chapters</b>	<b>Reference</b>
<b>Week 1-3</b> 1-5 6-10 11-15	Define language Discuss how language changes Describe the role of ALS in the Deaf Community Identify views of belong in the Deaf Community <b>Week 1:</b> Syllabus, Q & A, Review, Discussion, Notes <b>Quiz 1</b> <b>Week 2:</b> vocabulary review <b>Quiz 2</b> <b>Week 3:</b> vocabulary review Get to Know Each Other games <b>Choose a book related to ASL and/or Deafness to create a report – use of MLA format</b> <b>Due: end of semester</b>	A 4.0, 4.1 B 4.0, 4.1, 4.2, 4.3 D 4.0, 4.1, 4.2 E 4.0, 4.1		
<b>Week 4-6</b>	<b>Narrating Unforgettable Moments</b> Demonstrate essential skills to tell a story Use role shift effectively Use spatial relationships between locations of	B 4.0, 4.1, 4.2, 4.3 E 4.0, 4.1		<b>Signing Naturally Unit 18</b>

<p>16-20</p> <p>21-25</p> <p>26-30</p>	<p>people, sequence classifiers, and time reactions to coincide with action Elaborate on a story by giving descriptions, sharing thoughts, and giving reasons Use new vocabulary in conversation Show increased competence in fingerspelling <b>Week 4:</b> <b>Green Book</b> An Introduction to Pidgin Sign English Unit 19 Sentence Types – Synopsis, Cultural Information: Gallaudet College , Dialogue, Key Illustrations, Supplementary Illustrations, General Discussion: Sentence Types, Text Analysis, Sample Drills, Video Notes <b>Quiz 3</b> <b>Activity: Prepare a Narrative: Telling About an Unforgettable Moments</b> <b>Due end of Week 6</b></p> <p><b>Week 5</b> <b>Signing Naturally</b> New vocabulary, Basic Role Shift Sequence, Exercise 1: Hit or Miss, Review Notes: Basic Role Shift – Outcomes, Exercise 2: Oops, Exercise 3: How Did it Happen?, <b>Quiz 4</b></p> <p><b>Week 6</b> <b>Signing Naturally</b> Review Notes: Role Shift – Initiator’s and Receiver’s View, Review Notes: Role Shift – Variations, Exercise 4: Unforgettable Moments, Language Notes: Classifiers <b>Narrative Due</b></p>			<p><b>Green Book</b> <b>Unit19</b></p>
<p><b>Week 7-9</b></p> <p>31-35</p> <p>36-40</p>	<p><b>Sharing Interesting Facts</b> Interpret written information Organize information by relevance Analyze the meaning of facts Present the fact by explaining, rephrasing, demonstrating, or drawing conclusions Present whole-part, listing, comparisons, and illustrations Use new vocabulary in conversation Demonstrate increased a ability in fingerspelling <b>Week 7</b> <b>Green Book</b> Unit 20 Time – Synopsis, Cultural Information: The Word Federation of the Deaf, Dialogue, Key Illustrations, Supplementary Illustrations, General Discussion: Time, Text Analysis, Sample Drills, Video Notes <b>Activity: Design a poll and present the information use each format.</b> <b>Week 8</b> <b>Signing Naturally</b> Introduce new vocabulary, individual review of signs, Exercise 1: Whole-Part, Exercise 2: Listing, Activity: silent board games <b>Due; End of week 9</b> <b>Quiz 5</b></p>	<p>B 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 E 4.0, 4.1</p>		<p><b>Green Book</b> <b>Unit 20</b></p> <p><b>Signing Naturally</b> <b>Unit 19</b></p>

41-45	<p><b>Week 9</b>  <i>Signing Naturally</i>  Exercise 3 Comparisons, Exercise 4: Illustrate a Fact, Review Notes: Translating Facts  <b>Deaf Event Write-up Due</b></p>			
<p><b>Week 10-12</b></p> <p>46-50</p> <p>51-55</p> <p>56-60</p>	<p><b>Explaining Rules</b>  Give clear instructions or explanations using classifiers and conditional sentences, rhetorical questions, and relative clauses  Use rule-related vocabulary to explain rules while playing a game'  Use attention-getting behaviors to manage a group during a game</p> <p><b>Week 10</b>  Green Book  Unit 21 Pronominalization: Synopsis, Cultural Information: Telecommunication Devices, Key Illustrations, Supplementary Illustrations, General Discussion: Time, Text Analysis, Sample Drills, Video Notes  <b>Quiz 7</b>  <b>Activity: Explain a Card Game using organization and clarification of rules</b>  <b>Due: End of Week 12</b></p> <p><b>Week 11</b>  <i>Signing Naturally</i>  Exercise 1: Driving Rules, Rules We Live By, Explaining a Card Game, Explaining a Group Game,  <b>Quiz 8</b></p> <p><b>Week 12</b>  <i>Signing Naturally</i>  Activity: number BINGO</p>	<p>A 4.0, 4.1  B 4.0, 4.1, 4.2, 4.3  C 4.0, 4.1</p>		<p><i>Signing Naturally</i>  <b>Unit 20</b></p> <p><i>Green Book</i>  <b>Unit 21</b></p>
<p><b>Week 13-15</b></p> <p>61-65</p> <p>66-70</p>	<p><b>Telling About Accidents</b>  Use essential skills for telling a story successfully  Use more complex combinations of classifiers to tell what happened  Time reactions to coincide with impact of accident</p> <p><b>Week 13</b>  <i>Green Book</i>  Unit 22 Subjects and Objects: Synopsis, Cultural Information: The Fraternal Society of the Deaf (FRAT), Dialogue, Key Illustrations, Supplementary Illustrations, General Discussion: Time, Text Analysis, Sample Drills, Video Notes  <b>Quiz 9</b>  <b>Activity: Prepare a Narrative about a Accident using classifiers and correct format</b>  <b>Due: End of Week 15</b></p> <p><b>Week 14</b>  <i>Signing Naturally</i>  Exercise 1: Horse Incidents, Review Notes: Describing an Incident with a Horse, Language Notes: Essential Classifiers, Exercise 2: Bicycle Incidents, Review Notes: Describing an Incident with a Bicycle, Language Notes: Essential Classifiers, Terrylene's Moving Violation,</p>	<p>A 4.0, 4.1  B 4.0, 4.1, 4.2, 4.3  C 4.0, 4.1, 4.2, 4.3  E 4.0, 4.1</p>		<p><i>Signing Naturally</i>  <b>Unit 21</b></p> <p><i>Green Book</i>  <b>Unit 22</b></p>

71-75	<b>Week 15</b> <i>Signing Naturally</i> Missy's Car Accident, Review Notes: Telling about Car Accidents, Language Notes: Movement Agreement, Vocabulary Review, Preparing Your Narrative: Telling About Car Accidents			
<b>Week 16-18</b>	<b>Talking About Money</b> Use words used to discuss finances Comparison of meaning of signs in to English word meaning Use money signs appropriately	B 4.0, 4.1, 4.2, 4.3 E 4.0, 4.1		<i>Signing Naturally</i> <b>Unit 22</b>
76-80	<b>Week 16</b> <b>Green Book</b> Unit 23 Classifiers: Synopsis, Cultural Information: Alarms/Signaling Devices for Deaf People, Dialogue, Key Illustrations, Supplementary Illustrations, General Discussion: Time, Text Analysis, Sample Drills, Video Notes			<b>Green Book</b> <b>Unit 23</b>
81-85	<b>Quiz 6</b> <b>Week 17</b> Buying a Car – New or Used, Money Vocabulary,			
86-90	<b>Quiz 7</b> <b>Week 18</b> <b>Quiz 8</b> <b>FINAL EXAM</b>			
<b>Week 19-21</b>	<b>Making Major Decisions</b> Demonstrate expanded vocabulary and conversational fluency Discuss choices based on evaluation of options, previous choice, and feeling based on that choice Retell partner's comments Rehearse conversational skills such as asking for clarification, elaborating, and sharing opinions	B 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 E 4.0, 4.1		<i>Signing Natrually</i> <b>Unit 23</b>
91-95	<b>Week 19</b> Unit 24 Locatives Synopsis, Cultural Information: World Games for the Deaf, Dialogue, Key Illustrations, Supplementary Illustrations, General Discussion: Time, Text Analysis, Sample Drills, Video Notes			<b>Green Book</b> <b>Unit 24</b>
96-100	<b>Quiz 9</b> <b>Narrative: Major Decision</b> <b>Due: End of Week 21</b> <b>Choose a piece and interpret into ASL. Explain reasons for some of your interpreting choices ( at least 3)</b>			
101-105	<b>Week 20</b> Deciding to Marry, Preparing Your Narrative: Telling about a Major Decision, Vocabulary Review			
<b>Week 22-24</b>	<b>Quiz 10</b> <b>Week 21</b> <i>Signing Naturally</i> <b>Discussing Health Conditions</b> Take complex information about a specific illness and identify important point to cover, organize the information into three areas – symptoms, causes, and treatments, make a concise 5-minute presentation	B 4.0, 4.1, 4.2, 4.3 E 4.0, 4.1		<i>Signing Naturally</i> <b>Unit 24</b>
106-110	<b>Week 22</b> <b>Green Book</b>			<b>Green Book</b> <b>Unit 25</b>



	<p>Unit 25 Pluralization Synopsis, Cultural Information: The National Technical Institute for the Deaf (NTID), Dialogue, Key Illustrations, Supplementary Illustrations, General Discussion: Time, Text Analysis, Sample Drills, Video Notes</p> <p><b>Quiz 11</b></p> <p><b>Presentation: Health</b></p> <p><b>Due: End of Week 24</b></p>			
111-115	<p><b>Week 23</b></p> <p><i>Signing Naturally</i></p> <p>How One Breathes, Exercise 1: Learning the Parts, Exercise 2: Explaining the Normal Process, Exercise 3: Migraine, Review Notes: Describing Symptoms, Causes, and Treatments, Definitions, Parkinson's Disease, Language Features, Diabetes, Preparing Your Health Presentation</p>			
116-120	<p><b>Week 24</b></p> <p><b>Quiz 12</b></p> <p><b>Storytelling</b></p> <p>Use key elements to tell a story</p> <p>Demonstrate how to adapt literature to present in ASL</p>	B 4.0, 4.1, 4.2, 4.3 E 4.0, 4.1		<i>Signing Naturally</i> <b>Unit 25</b>
121-125	<p><b>Week 25</b></p> <p><i>Signing Naturally</i></p> <p>Choosing a Story, Story Cards, Identifying Scenes, Translating Passages, Exercise 1: Repeated Sequence of Actions, Review Notes: Repeated Sequence of Actions, Exercise 2: Presenting the Story Title</p>			<i>Green Book</i> <b>Unit 26</b>
126-130	<p><b>Quiz 13</b></p> <p><b>Week 26</b></p> <p><i>Green Book</i></p> <p>Unit 26 Temporal Aspect Synopsis, Cultural Information: Deaf Patients in Hospitals, Dialogue, Key Illustrations, Supplementary Illustrations, General Discussion: Time, Text Analysis, Sample Drills, Video Notes</p>			
131-135	<p><b>Quiz 14</b></p> <p><b>Week 27</b></p> <p><i>Signing Naturally</i></p> <p>Giving a Story Summary, Review Notes; Key Elements, Rehearsing The Twelve Dancing Princesses, Preparing Your Story, Presenting the Story Live <b>Quiz 15</b></p>			
Week 28-30 136-140	<p><b>Signing Stories</b></p> <p><b>Week 28</b></p> <p><i>Green Book</i></p> <p>Unit 18 Distributional Aspect Synopsis, Cultural Information: Deaf Actors and Actresses, Dialogue, Key Illustrations, Supplementary Illustrations, General Discussion: Time, Text Analysis, Sample Drills, Video Notes</p>	B 4.0, 4.1, 4.2, 4.3 D 4.0, 4.1, 4.2 E 4.0, 4.1		<i>Signing Naturally</i> <b>Unit 25</b>
141-145	<p><b>Quiz 16</b></p> <p><b>Week 29</b></p> <p><i>Signing Naturally</i></p> <p>Signing Stories: A Teacher I'll Never Forget, Never above the Waist, A Lesson about Sound, Soe Thoughts on Fingerspelling, The Whistle Stops the Game, Ordering at McDonald's, Can You Spare a Quarter, The Igorot People</p>			

146-150	<b>Week 30</b>			
<b>Week 31-33</b>	<b>Review for Final Exam</b>	B 4.0, 4.1, 4.2, 4.3		
151-155	<b>Week 31</b>	D 4.0, 4.1, 4.2		
156-160	<b>Week 32</b>	E 4.0, 4.1		
161-165	<b>Week 33</b>	B 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6		
	<b>Extra Activities</b>	E 4.0, 4.1		
	<b>FINAL EXAM</b>			

**C. HONORS COURSES ONLY**

*24. Indicate how this honors course is different from the standard course.*

**D. BACKGROUND INFORMATION**

*25. Context for Course (optional)*

This course was written to offer an alternative to ASL IV Honors. The students' effort will be weighed heavily and they will do more whole class and group work to make this a more basic class. More quizzes will be added and tests will be given less often.

*26. History of Course Development (optional)*

The department would like to offer both ASL IV and ASL IV Honors.

More presentations by Cori Goldberg. Signing Naturally - Unit 4. Signing Naturally - Unit 2. Signing Naturally Unit 1. More prezis by author. Popular presentations.