# Perris Union High School District
## Course of Study

### A. COURSE INFORMATION

<table>
<thead>
<tr>
<th>1. Course Title:</th>
<th>American Sign Language IV</th>
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<tr>
<td>2. Transcript Title / Abbreviation:</td>
<td>ASL IV</td>
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<tr>
<td>3. Transcript Course Code / Number:</td>
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4. **Required for Graduation?**  
   - [ ] Yes  
   - [x] No

5. **Meets UC/CSU Requirements?**  
   - [x] Yes  
   - [ ] No

   **Was this course previously approved by UC?**  
   - [ ] Yes  
   - [x] No

6. **Meets "AP" Requirements?**  
   - [ ] Yes  
   - [x] No

7. **Course Author/Contact:**  
   - **First Name:** Leslie  
   - **Last Name:** Machado  
   - **Position/Title:** teacher  
   - **Phone #:** (951) 672-6030 ext.:22258  
   - **Email:** leslie.machado@phusd.org  
   - **Date Submitted:** 8/27/12

8. **Subject Area**  
   - [ ] History/Social Science  
   - [ ] English  
   - [ ] Mathematics  
   - [ ] Laboratory Science  
   - [x] Language other than English  
   - [ ] Visual & Performing Arts  
   - [ ] College Prep Elective  
   - [ ] Other:  

   **Is this course classified as a Career Technical Education?**  
   - [ ] Yes  
   - [x] No

   **If CTE:**  
   - Name of Industry Sector:  
   - Name of Career Pathway:  

   **8b. Credential required to teach this course:**  
   (To be completed by H.R. only)

   **Signature**  
   **date**

9. **Grade Level(s)**  
   - 7  
   - 8  
   - 9  
   - 10  
   - 11  
   - 12

10. **Meets "Honors" Requirements?**  
    - [ ] Yes  
    - [x] No

11. **Unit Value / Length of Course**  
    - [ ] 0.5 (half year or semester equivalent)  
    - [x] 1.0 (one year equivalent)  
    - [ ] 2.0 (two year equivalent)  
    - [ ] Other:  

12. **APPROVALS:**

<table>
<thead>
<tr>
<th>Subject Area Council:</th>
<th>[Signature] [Date: 9-30-12]</th>
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<tbody>
<tr>
<td>Educational Planning Council:</td>
<td>[Signature] [Date: 9/16/12]</td>
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<tr>
<td>Board Approval:</td>
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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 (ML.A). 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: x Primary Text x 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: x Primary Text x Read in entirety or near entirety

Title: ASL Skills Development
Edition: ________________ Publication Date: 2007
Publisher: Dawn Sign Press
Author(s): Carol J. Patrie
Usage: x Primary Text x 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:

<table>
<thead>
<tr>
<th>Day</th>
<th>Objective</th>
<th>Standards</th>
<th>Chapters</th>
<th>Reference</th>
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<tbody>
<tr>
<td>Week 1-3</td>
<td>Define language</td>
<td>A 4.0, 4.1</td>
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<td></td>
<td>Discuss how language changes</td>
<td>B 4.0, 4.1, 4.2, 4.3</td>
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<td></td>
<td>Describe the role of ALS in the Deaf Community</td>
<td>D 4.0, 4.1, 4.2</td>
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<td></td>
<td>Identify views of belong in the Deaf Community</td>
<td>E 4.0, 4.1</td>
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<td>1-5</td>
<td><strong>Week 1:</strong> Syllabus, Q &amp; A, Review, Discussion, Notes</td>
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<td><strong>Quiz 1</strong></td>
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<td>6-10</td>
<td><strong>Week 2:</strong> Vocabulary review</td>
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<td><strong>Quiz 2</strong></td>
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<td>11-15</td>
<td><strong>Week 3:</strong> Vocabulary review</td>
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<td>Get to Know Each Other games</td>
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<td>Choose a book related to ASL and/or Deafness to create a report — use of MLA format</td>
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<td>Due: end of semester</td>
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<td>Week 4-6</td>
<td>Narrating Unforgettable Moments</td>
<td>B 4.0, 4.1, 4.2, 4.3</td>
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<td></td>
<td>Demonstrate essential skills to tell a story</td>
<td>E 4.0, 4.1</td>
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<td>Signing Naturally Unit 18</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Notes</td>
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<td>16-20</td>
<td><strong>Week 4:</strong></td>
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**Green Book**  
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  
**Quiz 3**  
**Activity:** Prepare a Narrative: Telling About an Unforgettable Moments  
**Due end of Week 6** |
| 21-25 | **Week 5** | 
**Signing Naturally**  
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?,  
**Quiz 4**  
**Narrative Due** |
| 26-30 | **Week 6** | 
**Signing Naturally**  
Review Notes: Role Shift – Initiator’s and  
Receiver’s View, Review Notes: Role Shift –  
Variations, Exercise 4: Unforgettable Moments,  
Language Notes: Classifiers  
**Narrative Due** |
| 7-9 | **Week 7** | 
**Sharing Interesting Facts**  
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 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, E 4.0, 4.1** |
| 31-35 | **Week 7** | 
**Green Book**  
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  
**Activity:** Design a poll and present the information use each format.  
**Due: End of week 9** |
| 36-40 | **Week 8** | 
**Signing Naturally**  
Introduce new vocabulary, individual review of signs, Exercise 1: Whole-Part, Exercise 2: Listing,  
Activity: silent board games  
**Quiz 5** |
| Week 9 | **Signing Naturally**  
Exercise 3 Comparisons, Exercise 4: Illustrate a Fact, Review Notes: Translating Facts  
**Deaf Event Write-up Due** | A 4.0, 4.1  
B 4.0, 4.1, 4.2, 4.3  
C 4.0, 4.1 | **Signing Naturally**  
**Unit 20**  
**Green Book**  
**Unit 21** |
|---|---|---|---|
| **Explaining Rules** | 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 | A 4.0, 4.1  
B 4.0, 4.1, 4.2, 4.3  
C 4.0, 4.1 | **Signing Naturally**  
**Unit 20**  
**Green Book**  
**Unit 21** |
| **Week 10** | **Green Book**  
Unit 21 Pronominalization: Synopsis, Cultural Information: Telecommunication Devices, Key Illustrations, Supplementary Illustrations, General Discussion: Time, Text Analysis, Sample Drills, Video Notes  
**Quiz 7**  
**Activity: Explain a Card Game using organization and clarification of rules**  
**Due: End of Week 12** | A 4.0, 4.1  
B 4.0, 4.1, 4.2, 4.3  
C 4.0, 4.1 | **Signing Naturally**  
**Unit 20**  
**Green Book**  
**Unit 21** |
| **Week 11** | **Signing Naturally**  
Exercise 1: Driving Rules, Rules We Live By, Explaining a Card Game, Explaining a Group Game,  
**Quiz 8** | 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 | **Signing Naturally**  
**Unit 20**  
**Green Book**  
**Unit 21** |
| **Week 12** | **Signing Naturally**  
Activity: number BINGO | 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 | **Signing Naturally**  
**Unit 20**  
**Green Book**  
**Unit 21** |
| **Week 13** | **Green Book**  
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  
**Quiz 9**  
**Activity: Prepare a Narrative about a Accident using classifiers and correct format**  
**Due: End of Week 15** | 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 | **Signing Naturally**  
**Unit 20**  
**Green Book**  
**Unit 21** |
| **Week 14** | **Signing Naturally**  
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, | 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 | **Signing Naturally**  
**Unit 20**  
**Green Book**  
**Unit 21** |
<table>
<thead>
<tr>
<th>Week 15</th>
<th>Signing Naturally</th>
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<tr>
<td>Missy's Car Accident, Review Notes: Telling about Car Accidents, Language Notes: Movement Agreement, Vocabulary Review, Preparing Your Narrative: Telling About Car Accidents</td>
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<td>Week 16</td>
<td>Talking About Money</td>
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<td>Use words used to discuss finances</td>
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<td>Comparison of meaning of signs in to English word meaning</td>
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<td>Use money signs appropriately</td>
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<td>Week 17</td>
<td>Green Book</td>
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<td>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</td>
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<td>Quiz 6</td>
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<td>Week 18</td>
<td>Making Major Decisions</td>
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<td>Quiz 7</td>
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<td>Week 19</td>
<td>FINAL EXAM</td>
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<td>Quiz 8</td>
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<td>Week 20</td>
<td>Signing Naturally</td>
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<td>Week 21</td>
<td>Discussing Health Conditions</td>
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<td>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</td>
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<td>Week 22</td>
<td>Green Book</td>
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<tr>
<td>B 4.0, 4.1, 4.2, 4.3</td>
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<td>E 4.0, 4.1</td>
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<td>B 4.0, 4.1, 4.2, 4.3, 4.4</td>
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<td>4.5, 4.6</td>
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<td>111-115</td>
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<td>116-120</td>
<td>Week 24</td>
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<td>136-140</td>
<td>Week 28</td>
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<td>141-145</td>
<td>Week 29</td>
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**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

**Quiz 11**
- Presentation: Health
- Due: End of Week 24

**Week 25**
- Storytelling
  - Use key elements to tell a story
  - Demonstrate how to adapt literature to present in ASL

**Week 26**
- Green Book
  - 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

**Quiz 13**
- B 4.0, 4.1, 4.2, 4.3
- E 4.0, 4.1

**Week 27**
- Signing Naturally
  - Giving a Story Summary, Review Notes: Key Elements, Rehearsing The Twelve Dancing Princesses, Preparing Your Story, Presenting the Story Live Quiz 15

**Week 28**
- Signing Stories
  - B 4.0, 4.1, 4.2, 4.3
  - D 4.0, 4.1, 4.2
  - E 4.0, 4.1
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.
Minidialogues

1) Man with the glasses, 2) With the green hat and reddish white beard 3) He drives a motorcycle, so he needs to look the part 4) The man next to him with the long wavy black hair, mustache, and goatee 5) She thinks he’s cute 1) Her brother shaved his.

1) Man with the glasses, 2) With the green hat and reddish white beard 3) He drives a motorcycle, so he needs to look the part 4) The man next to him with the long wavy black hair, mustache, and goatee 5) She thinks he’s cute 1) Her brother shaved his.