East Meadow Public Schools

 East Meadow, NY

 Curriculum Area Project

 School Year 2010-2011

East Meadow High School

Department of Languages Other Than English

 American Sign Language Level 4H Curriculum Alignment

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**Abstract**

This guide offers a curriculum for the Languages Other Than English instruction of American Sign Language. The course is designed for those students who have successfully completed ASL 3R/H and have opted to further their linguistic and cultural development of American Sign Language. This is a one-year course, which culminates in a final project in June. In addition, this offers the opportunity to align our upper level American Sign Language curriculum with that of our newly established SCALE ASL class. By adjusting the ASL 4H curriculum, we hope to help students make a seamless transition from Level 4H to 5H.

This curriculum incorporates advanced grammar, expressive and receptive comprehension, as well as, extensive signing within a variety of topics, in order to assess the student’s ability in accordance with the standards set forth by the New York State Board of Regents and the National LOTE Standards for Checkpoint C. Every effort is made to provide students with authentic materials and situations in order to familiarize themselves with the language and culture. The LOTE department has chosen to use a compilation of various commercial texts written by leading authorities in the field of American Sign Language and interpreting. We feel that these texts best prepare the students to achieve the goals of this course and the state and national standards.

**Rationale**

It is the intent of this project to create a curriculum, which better aligns with the new ASL Level 5 SCALE curriculum. The development of this curriculum is necessitated by the fact that we have recently become the first school district in New York State to offer ASL 5H students a course where upon completion, they can receive 6 college credits. This updated curriculum will serve as a prerequisite for the SCALE class.

#

# ASL 4H UNIT 1

# UNIT: DISCUSSING LIFE EVENTS

**TOPIC: DISCUSSING LIFE EVENTS THROUGH TIMELINES**

## Lesson Group #1

1. Students Life Timetable (Day 1)

Begin the lesson by relating the material to the student’s own personal experiences.

1. When were you born?
2. At what age did you start school?
3. At what age did you learn to ride a bicycle?
4. Hospitalizations?
5. Big trips?
6. Birth of siblings?
7. Moving to a new house
8. Life changes (births, marriages, divorces, death)
9. Jose’s Timeline (see chapter 15 teachers text for copy) (Day 1)
10. What is a when clause?
11. How do you show the passage of time?
12. How do you show unexpected changes in events?

**Demonstrate the when clause and how to signify the passage to time while going through Jose’s Timeline.**

### Follow Up-Homework Assignment

**Expressive Practice**

1. Students will create a fictional characters timeline (Day 2)
2. Students will sign their timeline to their partner.
3. Students will show the passage of time as they sign their personal timelines.
4. Partner will re-cap five important events in the story that was signed to them.
5. Check for accuracy.

## Receptive Practice

4. Teacher created timeline. (Day 2)

a. Students will watch the signed timeline and copy down the dates and important events.

b. Check for accuracy.

**Quiz** - Full period quiz on timeline, unexpected events, when clauses and the passage of time.

# TOPIC: DISCUSSING NATIONALITY

# Lesson Group #2

1. Introduction to country signs (Days 1-3)

**Begin the unit by introducing the students to country signs by listing items on the board that certain countries are famous for.**

### Example:

## KANGAROO-Australia

**Several countries will be added per day. Each day will include a review of the countries/vocabulary from the day(s) prior.**

1. What country (countries) is your family from?
2. Are you: full, half and half, strong, conflict? (Explain the difference between these and model the signs for each)
3. How many generations have lived in America?

2. Cinnie’s Biography (Day 2)

a. Show the video of Cinnie’s biography on the videotape/DVD. (See teacher text)

Students will answer written questions based in the information they are presented with.

3. Basic Family Trees (Day 2-3)

a. Students will be presented with a variety of hand drawn and overhead family tress. Students will decipher and sign the following to the class:

-The nationality or nationality of the person.

- Whether that person is 100% (full), half and half (or other fractions), strong (mostly one nationality), conflict (a mix of several nationalities)

**Follow Up-Homework Assignment**

**Expressive Practice**

4. Students will create a family tree (Day 4)

a. The family tree will include at least three generations

b. The student will create five signed questions to ask a partner regarding their family tree.

Family Tree/Vocabulary full period Quiz (Day 5)

**Receptive Practice**

5. More advanced family trees (Day 6)

a. Advanced family trees will be modeled in class. These will include more nationalities, more advanced fractions in regard to heritage. Students will be asked DBQ type questions that relate to the family tree being discussed.

**Follow Up-Homework Assignment**

**Expressive Practice**

6. Students will create a fictional “advanced” timeline (Day 7)

This timeline will be shared with a partner in class. The student will also create five signed questions to share with a partner and check for comprehension.

a) Review of all countries and vocabulary

**Receptive Grade**

Advanced Family Tree full period Quiz (Day 8)

**Lesson Group # 3**

1. Why do people immigrate? (Day 1)

a) Brainstorm with the students about reasons why people immigrate. This information will be written on the board and become the basis for the vocabulary to be used in this part of the unit.

2. Immigration Interview (Day 2)

Students are presented with a card. On the card is the following information about a fictional immigrant: name, age, country of origin, nationality, family background and reasons for immigration. Students will be divided into groups. Each “immigrant” in the group will introduce him or herself and sign the information in their card. Other students will record the information for each “immigrant” in their group. When everyone has completed their signing, students will check that they wrote the correct information.

**Follow Up-Homework Assignment**

**Expressive Practice**

3. Students will create a fictional person and reasons for immigration (Day 3)

(This will be similar to the immigration interview.) They will pair up with a student in class and sign the information to each other. Check for accuracy.

**Expressive/Receptive practice**

4. Can I Come to America? (Day 4)

Students are given teacher made descriptions of fictional immigrants and reasons that they want to come to America. Each student will receive a different story. Three students will be chosen to be the “immigration officials”. The immigration officials will be responsible to watch the other students sign their stories and determine whether their stories are worthy enough to allow them entrance into America. Each immigration official receives two cards. One is a “Thumbs Up” card, which will allow the immigrant to come to America. The other is a “Thumbs Down” card, which will require that the immigrant become deported. The immigrant must receive at least two out of three “Thumbs Up” in order to allow them entrance to America. In addition, there are two parts of the classroom designated as “America” and “Deportation Area”. The students who play the immigration officers should be rotated, so that the majority of students get a chance to play the immigrant as well as the immigrant official.

**Expressive practice**

5. Letter to America (Day 5-7)

This activity will count as a quiz grade for receptive language. Students are given the scenario that they live in a foreign country. For some reason, their lives are in distress and they must write a letter to a friend or family member in America asking to come and live with them. The first day in class will be spent writing the letter. The letter will be completed for homework. The next class session will be spent practicing, editing and receiving feedback from peers. The third class day is spent videotaping the signed letters.

6. Review (Day 8)

Review may be extended for another day if the teacher assesses that it is necessary.

**Receptive Grade**

7. Full period exam (Day 9)

#

# ASL 4H UNIT 2

# UNIT: NARRATING UNFORGETTABLE MOMENTS

**TOPIC: DEVELOPING ESSENTIAL SKILLS FOR STORYTELLING**

## Lesson Group #1

1. What types of classifiers are used in storytelling? (Day 1)

Students will be introduced to new classifiers that are used frequently in storytelling. This will act as a pre-requisite to the rest of the unit. Overheads will be used to model and present the information to the class.

a) What is a Location Classifier (LCL)?

A LCL shows the movement of an object through space.

b) What is an Element Classifier (ECL)?

An ECL shows the movement of air, liquids, fire or earth.

c) What is an Instrument Classifier (ICL)?

An ICL shows how an object is used. (Ex: CL: Claw 5 to demonstrate opening a door with a doorknob.

d) What is a Body part Classifier (BPCL)?

A BPCL shows the use of body parts in a story or explanation.

e) What is a transition?

A transition shows the movement of a story from normal to unexpected. Signs such as “WRONG” and “POP-UP” are common ways to show transitions in sign.

2. Review the classifiers introduced the previous day. Introduce Corresponding Gesture, Initiator and Receiver. Corresponding Gesture describes the results the physical contact between two individuals using Role Shift, Movement, Timing and Facial Expression. Watch the Role Shift/Corresponding Gesture DVD examples with the class. Watch the difference between the initiator and receiver’s role in the story. Follow up with pages 14-15 from the workbook. Students should be broken into pairs. Each student will be assigned a story form the workbook that they need to practice and sign to their partners. Check for accuracy.

**Follow Up-Homework Assignment**

**Expressive Practice**

3. Students will prepare a brief Corresponding Gesture/Role Shift narrative to sign with a partner in class. (Day 4)

Students will be paired with a partner. Their narratives will be signed. The partners must summarize the narrative in writing. Check for accuracy and switch roles.

## Lesson Group #2

4. Basic Role Shift Sequence (Day 5)

Role shift is an essential tool used in telling stories. Students will learn how to use spatial agreement and timing in their stories through the use of Role Shift. The basic Role Shift sequence is shown in an overhead and modeled. The Role Shift sequence is as follows:

1. Tell where you and the other person are located

2. Name the object

3. Explain how the objet is passed between two people

4. Explain the outcome

The students will be presented with various situations and they will need to lug their information into the Role Shift sequence and sign. Examples are passing and throwing a ball and passing an object. Students will work on passing and having objects on various plains, not just from side to side.

**Follow Up-Homework Assignment**

**Expressive Practice**

5. Students will take an example from the Workbook (pgs 6-7) (Day 6)

They will practice it and be ready to share this using the Role Shift sequence in class.

## Lesson Group #3

1. What is Corresponding Gesture? (Day 7-8)

Introduce Corresponding Gesture, Initiator and Receiver. Corresponding Gesture describes the results the physical contact between two individuals using Role Shift, Movement, Timing and Facial Expression. Watch the Role Shift/Corresponding Gesture DVD examples with the class. Watch the difference between the initiator and receiver’s role in the story. Follow up with pgs. 14- 15 from the workbook. Students should be broken into pairs. Each student will be assigned a story from the workbook that they need to practice and sign to their partners. Check for accuracy.

**Follow Up-Homework Assignment**

**Expressive Practice**

2. Students will prepare a brief Corresponding Gesture/Role Shift narrative to sign with a partner in class. (Day 9)

Students will be paired with a partner. Their narratives will be signed. The partners must summarize the narrative in writing. Check for accuracy and switch roles.

**Receptive Practice**

3. Video/DVD-First Day on the Job (Day 9)

Students will watch the video story called “First Day on the Job”. Students will be given a list of comprehension questions that they need to answer once the video is completed. The video details different aspects of Role Shift, Corresponding Gesture, Initiator, Receiver, Timing, Expression and Classifiers.

## Lesson Group #4

1. Introduction to Trip and Fall Sequences (Day 10)

Brainstorming with the class various barriers that people can fall or trip on introduces this part of the unit. The barriers can be either in the ground, low objects or objects that are overhead. Various classifiers for each barrier should be modeled. Students will also be introduced to various ways that people can fall and the corresponding classifiers for each fall. Ex-Falling forward, backward, slipping etc. Students will be asked to tell various times when they fell and the situation leading up to the fall. Mishaps at work will be discussed. We will refer back to the video segment “First Day on the Job” for examples.

**Follow Up-Homework Assignment**

**Expressive Practice**

2. Students will create a narrative to sign in class (Day 11)

The narrative will be about a mishap that occurred at work. The narrative can be real or fictional and must include all of the elements of storytelling covered so far in the unit. (Corresponding Gesture, Role Shift, and Classifiers etc). The narrative should include 3-5 comprehension questions for their partner. Students will meet with a partner to sign their story. Partners will watch and answer the questions. Check for accuracy and switch roles.

## Lesson Group #5

1. Using Body Part Classifier (BPCL) in Storytelling (Day 11)

Incorporation of Body Part Classifiers and Classifiers for injuries will be introduced. This will serve to expand on the trip and fall activity completed previously. Types of injuries and their corresponding classifiers will be discussed here. Students will be shown an overhead illustrating various types of injuries and classifiers. Teacher made scenarios will be shown on an overhead. The students will be assigned different scenarios to evaluate and sign to the class. Feedback, corrections will follow.

**Receptive Grade**

2. Full Period Quiz on Storytelling Elements (Day 12)

##

## Expressive Practice/Lesson Group #6

1. Using the Story Elements (Day 13)

Students will participate in a Halloween Story Contest, using all the elements learned in this unit. They can either create a Halloween scary story to translate into ASL or they can use an actual Halloween story that has been passed down. Time in class will be used to write the first draft of the story. The story will need to be completed for homework.

2. Halloween Story Contest (Day 14)

Students will work on editing and re-writing the final draft of their stories. Signs will be practices. Students can meet with a partner for feedback on their signing, clarity, expression etc. Forms will be given out so that partners can record the feedback for each other.

3. Halloween Story Contest continued (Day 15)

Students will be divided into groups for the contest. Each student will sign their story to the members of their group and the group will decide who has the best, most well signed story. This person who was selected will go on to represent that group in the finals of the contest.

4. Halloween Story Contest continued (Day 16)

Each student who was selected for the finals will now have to sign their story in front of the class. Students will watch the story and select the student who has the best, clearest, most well told story that incorporates all the storytelling elements. Students cannot vote for the person that was in their group (This insures that the best story will be chosen and that the students are not voting for their friends). The winner of the contest will receive a small prize. The members of their nominating group will also be given a small prize.

**Expressive Grade**

5. Unit Performance Test (Day 17)

Students will write a story that incorporates all the storytelling elements learned in this unit. Stories will be written in class and completed for homework.

6. Unit Performance Test continued (Day 18)

Students will write the final draft of their stories and practice signing. Final edits will be made. Students will meet with their partners for feedback.

7. Unit Performance Test continued (Day 19)

Student’s stories will be filmed today for evaluation

8. Unit Review (Vocabulary and all Storytelling elements will be reviewed) (Day 20-21)

**Receptive Grade**

9. Unit Test (Day 22)

#

# ASL 4H UNIT 3

# UNIT: NARRATING INTERESTING FACTS

**TOPIC: USING VARIOUS WAYS TO INTERPRET FACTS**

## Lesson Group #1

**1.** Using Percentages and Fractions to Interpret Facts (Day 1)

Review of Topic/Comment and Contrastive Structure as this is a key element in discussing facts in ASL. Explain the format for signing a ratio.

**A.** Format

1) Set up the whole.

2) Identify the parts with an explanation

3) Interpret the facts and/or give an opinion

Plug in the information that you want to sign:

**Fact: *Out of all the women in America, ¼ or 25% are addicted to chocolate.***

**Example:**

1) Set up the whole (***All women in America)***

2) Identify the part (***25% or 1 in 4 women are addicted to chocolate.)***

3) Interpret the facts and/or give an opinion. (***Wow! I thought the amount of women who are addicted to chocolate would be higher***)

**Expressive Practice**

**B.** Various facts are presented and students practice signing them in the established format.

**C.** Students are presented with a list of facts on an overhead. Each student is assigned a fact to interpret for the class. Students practice and sign to the class.

**Follow Up-Homework Assignment**

**Expressive Practice**

**2.** Students should create or find five additional facts that they can change into a ratio and sign. (Day 2)

Students will sign them to a partner. The partner will watch the signed facts and copy them. Then they will for accuracy and switch roles.

##

## Lesson Group #2

3. What is Top, Most, Oldest? (Day 2)

Another way to share facts is with Top, Most Oldest.

Set up the format and point out to the students that this is a different format than the one for Ratio.

**A.** Format

1) Establish the Topic

2) List items on your non –dominant hand

3) Ask a Rhetorical Question

4) Tell which bit of information is the top, most, oldest.

Plug in the information that you want to sign:

Fact: ***Out of all states in America, Texas has the highest divorce rate.***

Format

1) Establish the Topic (***Divorce rates all over America***)

2) List items on your non –dominant hand (***Arizona, Texas, Virginia***)

3) Ask a Rhetorical Question (***What is the state that has the highest divorce rate***?)

4) Tell, which bit of information id top, most or oldest. (***Texas)***

**Expressive Practice**

**B.** Various facts are presented and students practice signing them in the established format.

**C.**  Students are presented with a list of facts on an overhead. Each student is assigned a fact to interpret for the class. Students practice and sign to the class.

**Follow Up-Homework Assignment**

4. Students should create or find five additional facts that they can change into a Top, Most, Oldest, and sign (Day 3)

Students will sign them to a partner. The partner will watch the signed facts and copy them. Then they will for accuracy and switch roles.

## Lesson Group #3

5. What is Ranking? (Day 3)

Students will learn to rank information in order of importance.

Set up the format for ranking

**A.** Format

1) Establish the Topic.

2) Ask a Rhetorical Question

3) List the items in order of importance on your non-dominant hand

Plug in the information that you want to sign:

Fact: ***In America the most popular names for baby girls in 2009 were:***

***1) Sarah, 2) Hannah, 3) Olivia, 4) Madison and 5) Isabelle***

Format

1) Establish the Topic. (***Most popular names for babies)***

2) Ask a Rhetorical Question (***In the year 2009, what was the most popular name for a gir***l)

3) List the items in order on your non-dominant hand:

 (***Sarah, Hannah, Olivia, Madison and Isabelle.)***

**Expressive Practice**

**B.** Various facts are presented and students practice signing them in the established format.

**C.** Students are presented with a list of facts on an overhead. Each student is assigned a fact to

 interpret for the class. Students practice and sign to the class.

**Follow Up-Homework Assignment**

6. Students should create or find five additional facts that they can change into a Ranking fact and sign (Day 4)

Students will sign them to a partner. The partner will watch the signed facts and copy them. Then they will for accuracy and switch roles.

7. Full periods Quiz on Ratio, Top, Most and Oldest and Ranking (Day 5)

##

## Lesson Group #4

1. What is “Top Five?” (Day 6)

Students will learn to order information in group format instead of order of importance.

Set up the format for Top Five

**A.** Format

1) Establish the Topic.

2) Ask a Rhetorical Question

3) List the items in on your non-dominant hand. Items are listed as a group and are in no particular order.

Plug in the information that you want to sign:

Fact: ***What are the most popular spectator sports to watch?***

Format

1) Establish the Topic. (***Of all spectator sports***.)

2) Ask a Rhetorical Question. (***What are the most popular ones to watch***?)

3) List the items in on your non-dominant hand. Items are listed as a group and are in no particular order. (***Football, Baseball, Hockey, Basketball and Lacrosse***.)

**Expressive Practice**

**B.** Various facts are presented and students practice signing them in the established format.

**C.** Students are presented with a list of facts on an overhead. Each student is assigned a fact to interpret for the class. Students practice and sign to the class.

**Follow Up-Homework Assignment**

**Expressive Practice**

2. Students should create or find five additional facts that they can change into a Top Five fact and sign (Day 7)

 Students will sign them to a partner. The partner will watch the signed facts and copy them. Then they will for accuracy and switch roles.

## Lesson Group #5

1. What is a Comparison (Day 8)?

Students will learn to sign a comparison.

Set up the format for “Comparison”

**A.** Format

1) Using contrastive structure, name the two topics

2) Ask a Rhetorical Question

3) Supply an answer

4)Give an interpretation

Plug in the information that you want to sign:

Fact: ***Are there more male or female runners in the NYC Marathon?***

Format

1) Using contrastive structure, name the two topics *(****Male and Female Runners)***

2) Ask a Rhetorical Question (***Are there more male or female runners in the NYC***

 ***marathon***)?

3) Supply an answer (***Over the past ten years, the number of women runners has***

 ***increased 20% more than male runners***).

4) Give an interpretation (***More women are becoming interested in their health and running***)

**B.**  Various facts are presented and students practice signing them in the established format.

**C.**  Students are presented with a list of facts on an overhead. Each student is assigned a fact to interpret for the class. Students practice and sign to the class.

**Follow Up-Homework Assignment**

2. Students should create or find five additional facts that they can change into comparisons and sign (Day 9)

 Students will sign them to a partner. The partner will watch the signed facts and copy them. Then they will for accuracy and switch roles.

3. Review of material (Day 10)

**Receptive Grade**

4. Full period exam (Day 11)

#

# ASL 4H UNIT 4

# UNIT: MONEY AND FINANCE

**TOPIC: USING MONEY VOCABULARY IN EVERYDAY CONVERSATION**

## Lesson Group #1

1. Introduction to money signs. (Day 1)

Since students are already familiar with many money signs, the unit begins with a brainstorming session of the signs that they already know. A list is created on the board. New words are introduced through signed stories and signed explanations.

**Follow Up-Homework Assignment**

2. Students will create five sentences using new money vocabulary that they can sign in class. (Day 2)

3. Additional money signs are introduced (Day 2) Assorted sentences are presented on an overhead. Students are assigned different sentences that they need to practice and sign for the class.

4. Student Dialogues (Day 3) Students are broken up into groups and given a dialogue sheet with a teacher-generated situation on it. They must analyze the situation and write a dialogue that they in sign in front of the class. The dialogue must be written and a copy given to the teacher. No papers/notes are to be used when they present in class,

5. Student Dialogue Presentations (Day 4) Student dialogues are presented in class and the class must watch and determine/interpret what financial situation is being demonstrated.

**Receptive Practice**

6. Teacher Generated Comprehension Stories (Day 5) Vocabulary will be reviewed, Teacher generated stories will be signed. Students will watch the stories. Following the stories, there will be teacher generated comprehension questions that will be signed. Students will write both the questions and the answers. Information will be checked for accuracy.

**Follow Up-Homework Assignment**

**Expressive Practice**

7. Students will create a short story (max: 2 paragraphs) (Day 6) These stories incorporate a minimum of 5-8 money vocabulary words. They will also create three comprehension questions in which to ask their partners. Stories will be signed and information checked for accuracy. Switch roles.

**Expressive/Receptive Practice**

8. Create a Sentence (Day 7) Students will be divided into groups of two. Each group will be given a list of three vocabulary words. They need to create as many different sentences from their word group as they can. They can use one, two or all three vocabulary words. Once they have completed this, they will be paired with another group and share their sentences. Check for comprehension and switch roles.

**Expressive/Receptive Assignment**

9. Video Dictionary (Days 8-12)Students will create a video dictionary using words from unit 22. The students will use the vocabulary to demonstrate not only sign for the word, but possible various idiomatic expressions that may be associated with that word

Students will be divided into groups of three. Each student in the group will choose ten words from the Unit 22. The students will use either Power Point or Windows Movie Maker to create the dictionary. Students will be responsible to provide a visual of the word (either in written English or a picture). In addition, they will sign the word and provide a sentence using that word. The project will be filmed, so that each project contains thirty words. The video dictionaries can be used for students to study from, as well as shared with other classes.

**Expressive/Receptive Assignment**

10. Performance Test (Days 13-15)

The performance test can be used in addition or instead of the Video Dictionary project. Students must create a story and sign it on video for a grade.

Topic: Making a Large Financial Investment

You just received a large sum of money. As a result, you are about to embark on your first large financial endeavor. Perhaps it will be purchasing your first car, home, boat, making a charitable donation or investment. Discuss the following:

* How did you receive this money (inheritance, lottery, stock market, and lawsuit).
* Discuss how you opened a bank account for this money (Savings, Checking, Money Market)
* What are your plans for the money?
* Discuss a concern that you may have about making this purchase.
* Discuss something that happens to disrupt your plans.

**Requirements**

1. Stories must have a minimum of 15 vocabulary words from unit 22.

2. Stories must have a minimum of five classifiers.

3. Stories should also include money number signs.

Stories will be written in class the first day and completed for homework. The next day in class will be spent editing and practicing the story. Stories should be written in English first and then followed by a second draft in ASL GLOSS or ASL word order. The third day in class is spent videotaping. Performance tests are graded on the ASL teacher generated rubric and count as 50% of the unit test.

**Receptive Grade**

11. Full period money and finance unit. (Day 16)

# ASL 4H UNIT 5

# UNIT: RULES THAT WE LIVE BY

**TOPIC: DRIVING RULES**

## Lesson Group #1

1. Discussing Driving Rules (Day 1)

Begin discussing driving rules by showing carious overheads of street and traffic signs. Students should explain in ASL what they mean.

2. Driving Rules (Day 2)

Review the information covered yesterday. Introduce actual driving rules on an overhead and have the students practice translating them.

**Follow Up-Homework Assignment**

**Expressive Practice**

3. Look up and sign three traffic rules (Day 3)

Students will look up and choose three traffic rules to sign in class with a partner. They will write their rules on paper. Students will be paired with a partner. Information will be exchanged in ASL. The partner will copy what is signed to them. Check for accuracy and switch roles.

4. List of driving rules (Day 3)

Students will be assigned a driving rule to practice and sign to the class for comprehension.

5. Full period Driving Rules Comprehension Quiz (Day 4)

**TOPIC: GROUP GAME RULES**

## Lesson Group #2

6) Translating Game Rules (Day 5)

At the beginning of the game rules unit, students are encouraged to use classifiers to demonstrate various set up of games. For example: Dodge Ball is played with two groups of students who are lined up facing one another. The student would demonstrate that with the CL:44 (2h) classifier. Other games that would use classifiers to depict players would be Simon Says, Duck, Duck, Goose, and Limbo etc. Other vocabulary is introduced as well. Students are introduced to the format for discussing game rules:

Format

1) Describe the set up

2) Describe how the game is played

3) Describe how the game is won.

7) Describing a Specific Game (Day 6)

Students are divided into groups of two or three. They are each given a card with the name of a popular group game on it, similar to the ones that were described above. The groups must break up the information so that it fits into the signing format above. One student will discuss how the game is set up. Another will discuss in sign how the game is played and a third will discuss how the game is won. The students who are signing will not tell the class the name of the game. Instead, the class will have to watch the signed description and guess which game is being discussed.

**TOPIC: CARD GAME RULES**

## Lesson Group #3

8) Introduce card game rules (Day 7)

Classifiers are also used to show card positions in a card game. Location classifiers are used to show card position, such as card up or down. Instrument classifiers are used to show the handling of cards, dealing a hand, putting down a card. Conditional clauses (If this, then this…) help explain the rules (Ex: If you see a red card then…)

The format for explaining a card game is the same as the format for explaining a group game.

Format

1) Describe the set up

2) Describe how the game is played

3) Describe how the game is won.

Introduce card game rules (Day 7) continued

The teacher models various types of popular card games and the students must guess the name of the game.

**Follow Up-Homework Assignment**

**Expressive Practice**

9) Students will find a card game to teach to their partner. (Day 8)

Student will look up or choose a card game that they can teach to their partner. They must incorporate format, classifiers and the conditional clause.

**TOPIC: CULTURAL RULES**

## Lesson Group #4

10) Discussing Cultural Rules (Day 9)

Begin discussing various cultural rules in other countries. Begin signing rules from American culture. Example: It is wrong to speak loudly in a library. Then begin signing rules from other countries. Lastly, introduce comparisons between the cultural rules of two countries

Format

1) Describe the situation

2) Explain the rule or custom

3) Contrast the rule with a more familiar custom

**Follow Up-Homework Assignment**

**Expressive Practice**

11) Students will look up online cultural rules from other countries. (Day 10)

They will write them down and bring them in to sign to their partner. The partner will translate and check for accuracy.

12) Signing Cultural Rules (Day 10)

Students will be divided into groups of two. Each student will be given a different worksheet with cultural rules from another country vs. cultural rules from America. They will sign the information on the worksheet. Check for accuracy and switch roles.

13) Full period cultural rules comprehension quiz (Day 11)

14) Rules Performance Test (Days 12-15)

Students will write a story based on the information presented below:

TOPIC: Your friend/relative is visiting from another country. Their rules and customs vary greatly from the rules and customs in the United States.

Prepare a narrative that compares and contrasts 4 different rules from your country and your friend’s country. You can use real rules, or make them up (see more information on this below). You can choose from the following:

1. **Driving Rules**-Compare road rules, driving age etc.

2. **Cultural Customs/Etiquette**- The possibilities here are endless. Use your notes from class, or do a search on the computer. You will find and endless supply of cultural comparisons.

3. **Everyday Rules and Laws**- Again the difference in some laws from place to place vary greatly. Use your notes or the computer to find various differences in laws around the world.

4. **Game/Sport Rules**- Perhaps the rules of a simple group game, card game, or sport in their country are different from the way you play the game/sport in your country.

**Requirements:** You may use any combination of the above, but you cannot use all four of your comparisons in one category. Feel free to use your imagination to make up some of your information, but at least 50% should be actual facts (You have a lot of practice facts in your notes). You may have to do some research at home on your computer, as we do not have any computer time reserved during class.

This should be in story format, with a beginning, middle and an end. You should use at least 5 classifiers in your presentation (You may use any kind of classifier-instrument, descriptive, location etc…) you must use contrastive structure as you compare one country’s rules to another. When discussing games, you must use the sign format discussed in class. Everything in the story should be tied together. I will also be paying attention to your use of pronouns and tense. Story will be videotaped in class.

15. Full period Review (Day 16)

**Receptive Grade**

16. Full period cultural exam (Day 17)

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**ASL 4H UNIT 6**

**UNIT: DISCUSSING ACCIDENTS**

**TOPIC: HORSEBACK RIDING ACCIDENTS**

**LESSON GROUP # 1**

**1.** Using classifiers to demonstrate an action sequence involving a horse (Day 1)

Begin by asking the class who has ever ridden a horse. Brainstorm classifiers that might be used to describe an action sequence involving a horse. For example:

CL: 1-Would show a horse running in a circle.

CL: SS (2h)-Would show holding on to reins with two hands.

CL: X or CL: B (2h)-Would show someone kicking a horse.

CL: B- Would show the horse.

CL:Bent V-Would show the rider getting on to the horse.

What is Movement Agreement? When you are signing about riding on a horse, bicycle or a car, your body movement and facial expression must match the speed of the horse or vehicle.

Give the students examples of situation and have them demonstrate what the movement agreement would be for each situation.

Example:

**1)** A horse bucking up

**2)** A horse rears up on his hind legs.

**3)** A horse suddenly sits down on all four legs.

**4)** A horse is trotting along.

**5)** A horse moves from a very slow pace to a very fast pace.

**6)** A horse runs from fast to slow.

**7)** A horse slows to a stop.

**8)** A horse runs and comes to a dead stop.

**9)** A horse moves slowly to fast and then back to slowly.

 **10)** A horse stumbles and falls.

**2.** Discussing accidents on horseback (Day 2-3)

Review Movement Agreement. Discuss various changes in mouth morphemes depending upon the riding situation. Ex: (MM)-This mouth morpheme signifies riding along nicely with no problems. (EE)-This mouth morpheme signifies becoming uncomfortable with the riding situation. (MAMA)-This mouth morpheme signifies distress. (POW)-This mouth morpheme signifies falling and hitting the ground.

What is the narrative sequence for horseback accidents?

1. Describe the situation.
2. Tell what happened.
3. Show movement-agreement
4. Show changes in speed
5. Re-establish the rider on the horse to show a change in position.

a) Use a transition here (OVERLOOK, NOT-SEE, WRONG)

b) Show the rider on the horse

c) Describe the fall (Use mouth morphemes)

d) Describe the result (Use BPCL)

On the video, show John’s Horse Incident and Nikki’s Horse Incident. Follow up with questions. Check for accuracy.

John’s Horse Incident Questions

1. How did John’s “show-off” behavior get in into trouble?
2. Where in the story do you see movement-agreement?
3. What are the various mouth morphemes that you see while John is telling his story?
4. What happened at the end of the story?

Nikki’s Horse Incident Questions

1. Where is the horse farm that Nikki and her friend went to?
2. What did Nikki ask her friend to do for her?
3. What classifier was used to represent the horse?
4. What location classifier was used to show the horse’s movement around the ring?
5. How did Nikki show the difference between her friend’s interactions with the horse from her own?
6. How did Nikki show movement-agreement between her and the horse?
7. Why doesn’t Nikki trust her friend anymore?

**Follow Up-Homework Assignment**

**Expressive Practice**

**3.** Students will create a story about a horseback riding accident. (Day 4)

The story can be real or fictional. Students must include the following criteria in their stories:

a) Movement-Agreement

b) DCL’s, ICL’s and BPCL

c) Facial expression

d) Mouth Morphemes

The story must follow the narrative sequence. Students will sign their story to a group of partners and the partners will write a summary of the story on paper. Check for accuracy and switch roles.

**TOPIC: BICYCLE TRICKS AND ACCIDENTS**

**LESSON GROUP # 2**

**1.** Introduction to Bicycle Accidents (Day 5)

Begin by discussing the classifier that you would need to tell a bicycle story.

CL: 3-Would represent a bicycle.

CL: Bent V-Would represent the rider.

CL: CC or CL: FF-Would represent the handlebars.

CL: BB-Would represent the feet of the rider.

What classifiers would be used to represent barriers that you may encounter when riding a bicycle?

CL: Claw 5-Would represent a rock

CL: CC or CL: FF-Would represent a branch or tree root.

CL: BB-Would represent a bump in the road, ledge or a curb.

CL:44-Would represent a fence.

CL: LL-Would represent a puddle.

Review Movement-Agreement and demonstrate how it would relate to riding a bicycle.

What is the narrative sequence for bicycle accidents?

1. Tell what the person was doing on/with the bicycle.
2. Tell what happened
3. Describe the barrier
4. Tell how the bicycle hit the barrier
5. Reestablish rider to show how he/she fell and landed
6. What was their reaction?

Provide the students with situations where they can plug this information into the narrative sequence.

Examples:

1. A bicyclist runs into a curb.
2. A bicyclist rides into an open car door.
3. A bicyclist hits a wall
4. A bicyclist hits a fence.
5. A bicyclist hits another person
6. A car suddenly stops and a bicyclist hits the car.

The students should brainstorm other situations that are similar to the ones provided.

**2.** Missy’s Bicycle Incident-Show video story. Follow up with teacher-generated questions. Discuss the answers.

Questions:

1. How old was Missy when this incident occurred?
2. Where did she go?
3. Describe the movement agreement that you saw in this segment?
4. How was role shifting used during the bicycle ride to help make the story clearer?
5. What unexpected event happened?
6. What happened to Missy?

 7. What decision does Missy make at the end of the segment?

**3.** What could be done to prevent the bicycle accident (Day 6)

Go over the narrative sequence used, except add a transition and an explanation about what could have been done to prevent the accident.

Example: What is the narrative sequence for bicycle accidents?

1. Tell what the person was doing on/with the bicycle.

2. Tell what happened

1. Describe the barrier
2. \*EXPLAIN WHAT COULD HAVE BEEN DONE TO PREVENT THE ACCIDENT. ADD TRANSITION (WRONG!)
3. Tell how the bicycle hit the barrier
4. Reestablish rider to show how he/she fell and landed
5. What was their reaction?

Using the examples from Day 5, ask the students to come up with ways in which the accident could have been prevented.

**Follow Up-Homework Assignment**

**Expressive Practice**

**4.** Students will create their own bicycle accident narratives to share in class. (Day 7)

These stories can be real or fictional, but must follow either the narrative sequence for a bicycle accident, or the narrative sequence for a bicycle accident and an explanation on how the accident could have been prevented. Students will sign these stories to a partner in class. The partner will summarize the story. Check for accuracy and switch roles.

**5.** Introduction to bicycle tricks (Day 7)

Action sequence for bicycle tricks

1. Establish who is riding the bicycle
2. Describe the terrain
3. Describe the bicyclist holding the handlebars (use classifiers)
4. Describe the stunt/trick (use classifiers and facial expression)
5. Use CL:3 to represent the bicycle and its change in position.

Provide the students with situations to plug into the action sequence.

Example:

1) You are riding your bicycle on a bumpy surface and suddenly come to a complete stop.

2. You are doing a back wheelie.

3. You are doing a back wheelie and then twirling around on your back tire.

4. You are speeding up an embankment.

5. You are jumping a curb.

6. Riding with no hands.

7. Riding with no feet.

**Receptive Grade**

**6.** Half period quiz on horse and bicycle accidents. (Day 8)

This quiz will consist of teacher signed stories followed by signed and/or English questions for the students to answer.

**Follow Up-Homework Assignment**

**Expressive Practice**

**7.** Students will create their own bicycle trick narratives to share in class. (Day 8)

These stories can be real or fictional, but must follow the sequence for a bicycle trick. Students will sign these stories to a partner in class. The partner will summarize the story. Check for accuracy and switch roles.

**8.** Teacher generated and signed story about a bicycle accident with corresponding questions.

**Expressive Practice**

**9.** Students will sign teacher-generated stories along with five teacher-generated questions for the partners in their designated group to answer. (Day 9)

**TOPIC: CAR ACCIDENTS**

**LESSON GROUP # 3**

**1.** Discussing movement-agreement between car and driver (Day 10)

 Model examples of movement-agreement between the car and the driver.

 Example:

1) Waiting for oncoming cars to pass.

2) Being parked on the side of the road and there are cars passing and rocking my car.

3) At the intersection, waiting for cars to clear do I can cross.

4) I am driving along and suddenly get a flat tire.

5) I am driving along on a road with many potholes

6) I am driving in heavy rain or fog.

7) I am driving along on a road that has many hills.

8) I am driving along and I run a red light.

9) Your car is sideswiped by another car.

**2.** Discuss classifiers to use when describing accidents.

CL:3- Would represent a car

CL:33- Would represent two cards crashing.

What is the narrative sequence for describing a car accident?

1. Describe the situation (background information)
2. Tell what happened
3. What led up to the collision?
4. How did the cars collide?
5. What was the damage to the cars?
6. What injuries were sustained?

\*Background Information can contain:

a. The purpose of the trip.

b. The road conditions

c. Where the passengers in the car were seated.

**Follow Up-Homework Assignment**

**Expressive Practice**

**3.** Students will create their own movement-agreement narratives. (Day 11)

Narratives can be about any kind of driving but must include at least two different examples of movement-agreement. Students will sign their narrative in class to a partner. The partner will summarize. Check for accuracy and switch roles.

**4.** Discussing Car Damage (Day 11)

Inside Perspective- This perspective is used when describing damage from inside the vehicle. CL: CLAW 55 (Moving toward the signer)

Outside Perspective- This perspective is used when describing damage from outside the vehicle. CL: CLAW 55 (Moving away from the signer)

**5.** Teacher-generated story about a personal car accident with comprehension questions. **(Day 12)**

**6.** Discussing collisions (Day 13)

 Various types of collisions are discussed, modeled and signed.

Example:

 1) A car hits another car head on.

1. A person is driving the wrong way on a one way street
2. A person form the opposite direction loses control and swerves in front of me.

2) A car rear ends a car in front.

a) A car in front stops suddenly.

b) The brake lights of the car in front of you are not working.

3) A car hits another car on the side.

a) A car runs a red light.

b) A car backs out of a driveway.

4) A car backs into another car.

a) A car rolls back, not realizing

b) A car backs out of a parking space.

1. A car sideswipes another car.

 a) The other car was in the driver’s blind spot.

b) A drive loses control as a result of a flat tire.

**7.**  Anthony’s Car Incident (Day 13 and 14)

Students in the class will be divided into two groups, the witnesses and the police. The police will be sent out of the room to generate a list of questions about the accident to ask the witnesses. A video story of Anthony’s Car Incident will be shown to the witnesses while the police are outside writing their questions. When the video has been shown and the witnesses comprehend the story, the police are brought in and paired with a witness. The police will sign their questions to the witnesses. With the witness’ answers, the police will write out a reconstruction of the story. They will sign it back to their witness for verification.

**8.**  Full period quiz on car accidents (Day 15)

**9.**  Discussing Speeding Tickets (as well as other types of tickets) (Day 16)

Present students with various scenarios involving being stopped by the police and being issued a ticket.

Example:

1. You are driving and you see a police officer. What is your first reaction?
2. You are speeding and a police officer sees you. He/she does not pursue you. You have gotten away with it. What are you thinking?
3. You are driving and see a red police car light flashing in your rear view mirror. What are you thinking?
4. What might you say or do to get out of a ticket?

**Expressive Assignment**

**10.** Performance Test (Day 17-19)

* Create a story (real or fictional) about a horse, car or bicycle accident
* This accident could be one that you were personally involved in or one that you witnessed.
* ***If you are using the witness's perspective, you must put yourself in the rider/driver's place to demonstrate what happened.***

Your story should include the following:

* An introduction (Where you were going-background info).
* Who was involved?
* Explanation of the accident (road and weather conditions, positions of cars/horses, where did the accident occur. Example-highway, intersection or trail. Were there witnesses, police, or ambulances?
* Use of movement-agreement to illustrate the accident.
* Use of correct location, body part, instrument and descriptive classifiers to illustrate the accident.
* Use of correct mouth morphemes to illustrate the accident.
* What kind of damage did the car/bicycle sustain? (Use perspective to indicate damage to a car).
* Conclusion including injuries sustained (people and animals) (use of descriptive and element classifiers).
* Minimum Length-2-4 minutes

**11.** Full Period Exam (Day 20)

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|  5 AMERICAN SIGN LANGUAGE RUBRIC FOR PRESENTATIONS |  4 | 3 |  2 | 1 |
| **FLUENCY**Effortless smooth signing. | **FLUENCY**Smooth signing. Is able to self-correct.Some hesitation, but is able to re-phrase. | **FLUENCY**Some unnatural pauses. Occasional fragmented delivery. | **FLEUNCY**Frequent hesitation.Translating before responding. Quite a few unnatural pauses. | **FLUENCY**Constant hesitation and fragmented delivery. |
| **VOCABULARY**Excellent choice of vocabulary. Uses expressions and newly learned words.  | **VOCABULARY**Good vocabulary choice. Words are appropriate. Some new words and expressions are attempted. | **VOCABULARY**Vocabulary choice is just adequate. Limited use of basic vocabulary.  | **VOCABULARY**Inadequate vocabulary choice. Words are formed incorrectly.  | **VOCABULARY**Unable to completepresentation due to lack of correct vocabulary. |
| **FINGERSPELLING**Fingerspelling is clear and appropriate. FS rules are followed. No errors. | **FINGERSPELLING**Fingerspelling is clear and appropriate. Some errors are noted. | **FINGERSPELLING**Fingerspelling is choppy and not used appropriately. | **FINGERSPELLING**Fingerspelling is not used appropriately. Lack of communication. | **FINGERSPELLING**Fingerspelling rules are not at all followed. |
| **SIGN PRODUCTION**Signs are produced correctly and clearly. Easy to understand. Signs are placed appropriately.  | **SIGN PRODUCTION**Signs are generally correct and comprehensible, with occasional errors. Errors are self-corrected. | **SIGN PRODUCTION**Errors in sign production and/or placement. No interference with overall communication. | **SIGN PRODUCTION**Quite a few errors which interfere with communication. | **SIGN PRODUCTION** Very difficult to read. Incomprehensible |
| **ASL GRAMMAR**No grammatical errors, or errors are self-corrected immediately. | **ASL GRAMMAR**Some minor errors in structure. Does not interfere with comprehension. Self-corrects. | **ASL GRAMMAR**Quite a few grammatical errors. ASL structure not consistent. Bounces from ASL to English structure. | **ASL GRAMMAR**Many errors in structure including verb agreement & delivery. Errors in basic grammar that begin to affect communication. | **ASL GRAMMAR**Most structures are incorrect. Using Signed English or Pidgin structures instead of ASL. |
| **NON-MANUAL** Excellent use of FE including yes/no and "wh" questions, rhetorical. Eye-gaze/body shift. Correct FE used to depict varying emotions. No distracting behaviors (playing with hair, clothes or noisy jewelry) | **NON-MANUAL**Good use of FE, including y/n questions, "wh' and rhetorical. Eye-gaze/ body shift shows basic mastery. FE to show emotions are occasionally left out. Few distracting behaviors (playing with hair, clothes or noisy jewelry) | **NON-MANUAL**Errors in use of facial grammar. FE not used consistently. Does not interfere with overall communication. A fair amount of distracting behavior. (playing with hair, clothes or noisy jewelry) | **NON-MANUAL**Quite a few errors which interfere with overall communication. Constant distracting behavior. (playing with hair, clothes or noisy jewelry) | **NON-MANUAL**Does not use non-manual behaviors. Distracting behaviors (playing with hair, clothes or noisy jewelry) make reading the signs impossible. |

AMERICAN SIGN LANGUAGE LEVEL 4H FINAL PROJECT

  **“THE ASL NEWSCAST”**

**CAST OF CHARACTERS**

\*NEWS ANCHOR /NATIONAL NEWS

\*LOCAL NEWS

\*FOREIGN NEWS Correspondent

MOVIE CRITIC/GOSSIP REPORTER

SPORTS PERSON

TRAFFIC REPORTER

WEATHER PERSON

For this project you will each compile, prepare, practice and perform a full ASL TV newscast. The bulk of the work will be done in class. The \* jobs MUST be included in the project. The News Anchor will introduce each correspondent as well as sign the national news. There must be one student reporting on the local news and another must report on the international news. The remaining students may choose among the non \* choices. Each person must write their own story and then make sure it coordinates into the rest of the production.

**CRITERIA**

-Each news story must be a MINIMUM of 2-4 minutes of signing.

-All reports should be done from real current news items. You will need to look through newspapers/magazines and decide which stories you want to report on. All reports must be done on current information. ***Each person must have a chart or map of some kind to add to their presentation. Poster paper will be provided. However, due to time restraints, your poster might need to be completed at home.***

-You will be graded on your choice of vocabulary and your sign production, grammar and non-manual behaviors. There is no reading from paper scripts. You have two choices:

1) Memorize your lines

2) You can have cue cards written up and have someone hold them while you are signing. ***You must provide the paper for this***. Please be aware that this might interfere with your facial expression/fluency.

You must provide props (microphones, background pictures etc.) Example- The weather person should have a weather chart or a map of the United States to represent the weather he/she is discussing.

You have 8-9 class sessions to prepare a good quality presentation. Everyday your group will be graded on how much work has been completed and how well you work together***. Due to time restrictions, there might be work that will be completed at home. You cannot work on your poster in class until your script is completed.***

The final product will be graded individually. You will be videotaped and graded on your signing skills, correct vocabulary, grammar, fingerspelling, use of space, facial expression, how well you convey your message and use of materials. This grade will count as your final exam.

**WHAT SHOULD WE DO FIRST/HINTS??**

**1. MEET WITH YOUR GROUP AND CHOOSE YOUR PARTS.**

**2. THINK OF A NAME FOR YOUR NEWSCAST.**

**3. BEGIN OUTLINING YOUR PRESENTATION. THE ANCHOR NEEDS TO KNOW ALL OF YOUR TOPICS SO THAT THEY CAN PREPARE THEIR INTRODUCTIONS.**

**4. YOUR PRESENTATION MUST FLOW SMOOTHLY. EXCEPT FOR THE ANCHORS, EACH REPORTER MUST END THEIR REPORT BY SIGNING “BACK TO YOU\_\_\_\_\_\_\_\_\_\_\_\_\_”.**

**5. WRITE YOUR REPORT IN ENGLISH AND THEN TRANSLATE IT INTO ASL.**

**6. ALL STUDENTS WILL HAND IN THEIR ASL AND ENGLISH COPIES OF THEIR PRESENTATION.**

Bibliography/References

Mikos, K., Smith C., and Lentz. Signing Naturally Level 2. California: Dawn Sign Press 1992.

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