

American Sign Language ASL II: Developed July 2019

Content Covered/ Themes/ Area of Focus	PA Core/ Common/ National Standards or Eligible Content	Materials	Activities/ Instructional delivery	Formative Assesments	Summative Assessments
Expectaions, Introduction to ASL 2, Review from ASLUnits 1-6		Zoom, finger spelling video of names, card or number selecter	Students will copy sign fingerspelling, group game of categories and opposites. Number practice. Review of family members, Partner activity. Like, want, have, need. - review culture - wave tap use an intermediary--- Culture Friday(Ted talk or Deaf history or Deaf current event)	Students will record them selves fingerspelling a list of names and any # sentences they remeber from units 1-6. They will record themselves signing numbers from a deck of cards. first one digit numbers, then two digit numbers.	Google quiz. Students will record themselves talking about 2 family members - how old the are and what they like.
7.1-7.5 Identifying a person using classifiers, clothing related words, guess the number(describing), decribing personal items, I have/not statements	1.1,1.2,1.3, 2.1, 3.1, 4.1	Vocabulary slides and online handouts from 'Signing Naturally', videos/workbook pages for activities 7.1-7.5. Youtube video examples.	Students will copy sign new and reviewed vocab. Students will take turns in class describing different objects and objects in their actual home. Culture Friday(Ted talk or Deaf history or Deaf current event)	Students will watch the video associated with section and answer the worksheets (daily). They will then video record themselves signing 10 sentences with new vocabulary words (due Friday).	Google quiz. Students will take a google quiz on vocabualty, and will watch a short video and have to write down what the video said.
7.5- 7.10 Sentences-(Drive to, Take, Pick up), Ask how many- New phrases, describe lost items, Telling the year. More sentences with 'have2'.	1.1, 1.2, 1.3 2.1, 3.1, 4.1	Slides from 'Signing Naturally,' vocabulary slides, on-line vocabulary handouts, videos and workbook pages.	Students will copy sign new vocab words. Work one on one with a partner to practice their signs and phrases. Culture Friday(Ted talk or Deaf history or Deaf current event)	Students will complete video and workbook page. Also record themselves signing 10 sentences with new vocab words.	Google quiz. Students will record themselves telling a short story. In the story they will have to tell about a lost item. It will need a setting (The year), The item that is lost, how you think it was lost, how the person got to the place where they lost it and if the have found the item or not.
7.11- 7.13 Culture- greetings and leavings, sentence structure (drive to, pick up)(Grammar), Family- Comprehension	1.1, 1.2, 1.3, 2.1, 4.1	SN slides, vocab slides, practice cards lifeprint	Students will copy sign new vocab and new phrases. They will work with a partner making thier own phrases and sharing at least one with the class. Culture Friday.	Students will complete video and workbook page. 10 vocab sentences due on Friday.	Students will take google quiz and record themselves telling about a specific thing that they themselves or their famil did. They will include how they arrived and what happened there.
Unit 7 review- TEST		Videos- Chart pg 141-	As a class we will discuss and review all vocab from unit 7. Students will break into groups and practice sentences. Will compare two pictures and find out how they are different with a partner. kahoot.		Google test. Video- Students will watch video and type in what the video is signing. Students will also have to record themselves signing a short story.
8.1-8.3 Making requests, fingerspelling months, verb agreement	1.1, 1.2, 1.3, 3.1, 4.1, 4.2	Vocabulary slides and online handout from signing naturally. videos and workbook pages.	Students will practice making requests in class with one another and will practice writing down the requests the teacher makes. - students will practice the months of the year using fingerspelling- students will also practice sentences wusing the correct verb agreement	Students will watch video and complete the workbook page	Google quiz. students will make a video of themselves creating sentneces that are all related similar to a short story. They will request something and also incorporate the months (timing) and must use the correct verb agreement.

8.4- 8.6 agreeing with conditions, negation 1, numbers- phone numbers	1,1, 1.2,1.3, 3.1, 4.1, 4.2	Vocab slides and slides from signing naturally, online handouts from books	Students will cop sign new vocab and how to agree with a condition, the process for agreeing and the techniques. students will also copy sign and role play with one another for negation practice. students will practice signing phone numbers. I will sign and they will write on dry erase board.	Students will complete video and activity associated,	Google quiz. students will record themselves making three requests. Then will send their video to anothers tudent who will agree wit the condition then tell what happened or what will happen first. students willrecord themselves signing 3 telephone numbers that are provided.
8.7-8.9 asking for advice, asking for a sign, verb agreement 2	1.1, 1.2, 1.3, 2.1, 4.1	vocab slides and slides from signing naturally, online handouts from books	Students will copy sign new vocab, will practice in class how to explain a situation and ask for help and use a conjunction. students will review with teacher how to ask for a sign and will learn new vocab with palm direction and verb agreement using role play and situations.	Students will complete video and associated workbook page.	google quiz- students will create a narrative or two short narratives explaining a stituation, how they got advice. in the narrative the should have two examples of verb agreement.
8.10 - 8.12 Asking for advice 2, negations2, comprehension (The Candy Bar)	1.1, 1.2, 1.3, 3.1, 4.1, 4.2	Vocab slides and slides from signing naturally, online handouts from books	Students will copy sign new vocab and new phrases Teacher will explain problem and ask for advice, students will respond with the appropriate response. They will work with a partner making thier own phrases and provided phrases asking for advice and sharing at least one with the class. -- teacher will present negation situations- students will answer - topic, location, and which negation to use. - studets will view the 'gum story' and complete the questions and activites associated.	Students will complete video and accompanied activity. Will record themselves signing 5 negation sentences.	google quiz- students will compose a video of themselves retelling the gum story and will answer comprehension questions.
8.13- 8.14 culture - minimizing interruptions, culture- name signs, culture- Nathie Marbury		Lesson slides from signing naturally, workbook pages.	Students will review together what is appropriate in a classroom with a Deaf instructor. Students will learn about name signs arbitrary and descriptive. All students will make up signs for other students.	Students will complete work book pages and will read about Nathie Marbury. they will write a one paragraph essay or reflection about her or how they felt about this person. 5 sentence minimum.	Google quiz.
Unit 8 review- TEST					
9.1- Discussing neighborhoods	1.1, 1.2, 1.3, 2.1, 4.1	Signing naturally slides, vocab slides, sn-powerpoint, workbook pages	students will copy sign new vocab, then will practice where they live, type of home, cit, for how long and with who, The type of neighborhood. what does home ares look like. Students will also practice ethnic groups, how cultural it is, and what is next to their home.Also, what they like and do not like. They will learn through slides and instruction, the signs for level of safty and cleanliness.	Students will complete workbook pages and watch the videos associated.	Google quiz, Students will record a video of them signing all the details of their neighborhood.

9.2- Places in the neighborhood, 9.3- giving the time	1.1, 1.2, 1.3, 2.1, 3.1, 4.1	Signing naturally slides, vocab slides, sn-powerpoint, workbook pages, Logo slides, time slides	Students will copy sign new vocab, students will practice with a partner, the places they like to go in the neighborhood and places they do not like to go. Teacher will describe places and students will guess the place the teacher is talking about. Students will display answers on a white board	Students will complete workbook pages and watch the videos associated with places to go and the time	Google quiz. Students will record a video of them signing the places they like to go in town. Why they like to go there and around what time they go.
9.4- 9.5 Describing places, Giving directions	1.1, 1.2, 1.3, 2.1, 3.1, 4.1	Vocab slides, Signing naturally slides, Workbook pages, map with places to show direction	Students will copy sign new vocab, then will practice where they live, type of home, city, for how long and with who, The type of neighborhood. what does home areas look like. Students will also practice ethnic groups, how cultural it is, and what is next to their home. Also, what they like and do not like. They will learn through slides and instruction, the signs for level of safety and cleanliness. (this is review) Then students will learn through slides and instruction how to describe and tell directions how to arrive at a place on the map.	Students will complete videos and corresponding workbook pages	Google quiz, Students will record a video signing directions from SHS to their home. Or, from their home to their favorite place to go in town.
9.6- yes /no questions	1.1,1.2, 1.3, 2.1, 4.1	Yes/no question handout, vocab and signing naturally signs. Workbook page	Students will copy sign new vocab. They will practice with a partner the provided sentences about how to ask yes/ no questions. Then students will make up their own questions, the answering person should have an elaborate 3 to 4 sentence answer.	Students will watch the video from 9.6 and complete workbook pages	Google quiz, Students will compose a short video. They will pick from a provided list of yes no questions. They will sign the question, then shift into the opposite role and answer the question. Their answer should be 4 sentences. (who what when where)
9.7- Conversation-Element, Descriptive and locative classifiers- Describing a restaurant	1.1, 1.2, 1.3, 2.1, 4.1, 4.2	Different pictures of restaurants, Pictures of food, Vocab and signing naturally slides. Feelings chart.	Students will learn (copy sign) new vocab. They will sign based on the cards I hold up. In small or partner groups students will share with the class their favorite restaurant and their favorite food to get there. Then, students will take a quick vote on what they think the best food or local restaurant is. Handshape game. I will explain the different classifiers used to describe the setup of a restaurant and the details. Together, we will go over a layout. Students will work with a partner and will share their 2 favorite restaurants. Their partner will ask them questions about the restaurant.	Students will watch the video from 9.7 and complete the workbook pages.	Google quiz, students will compose a short video telling about their favorite restaurant. They will tell their favorite food to get there and will describe the restaurant. Students MUST use classifiers. They also must include what kind of cuisine the restaurant sells and if it is expensive/ cheap etc.

9.8-9.9 Giving directions- Where to turn /9.9 - Giving the time 2	1.1, 1.2,1.3, 4.1, 4.2	Slides from signing naturally and vocab slides. Map of town or of local places. Workbook page and video. / Number cards. Handout for time rules Hr vs minute. List of activities with times.	Students will copy sign new vocab and will practice giving directions on how to get to a specific place. They will use map provided. / Students will read about the time rules. They will watch the teacher descibe something from the list of activites. the student will respond with the time that matches the activity. Students will compose 5 Questions that ask what time. The will work with a partner and ask the questions, their partner should respond with a time.	Students will complete video and workbook page for 9.8- 9.9	Google quiz, Students will compose a short video.Students will compose a video with their daily schedule. This should include activitys and times. They will pick one place they would go during the day and explain directions on how to get there.
9.10 - suggesting a place to eat	1.1, 1.2, 1.3, 4.1	Cards with different resturant styles. (I hold up card and student signs the 1st restuant they can think of. The first student to call out the name of the resturant gets a point. (can be teams). In groups, Students will be given a genre of resturant. The group must make a presentation telling, a description of the enviornment, What kind of food is served, Their opinion, one drawback, what people do there (why it is popular or fun to go to) and give thier opinion.	New vocab and slides (I hold up card and student signs the 1st restuant they can think of. The first student to call out the name of the resturant gets a point. (can be teams). n groups, Students will be given a genre of resturant. The group must make a presentation telling, a description of the enviornment, What kind of food is served, Their opinion, one drawback, what people do there (why it is popular or fun to go to) and give thier opinion.genre of resturant.	Students will complete videos and workbook pages for 9.10	Google quiz, Students will compose a video giving a reason to take a friend out to eat, where they went, why they enjoyed it or did not enjoy it, pricing, and if they will go there again
9.11- Giving Directions- Perspective shift	1.1, 1.2, 1.3, 4.1	Map of how to get to different areas in town, Lesson slides	Review direction vocab, use map slides to describe how to give directions using the signers perspective(right and left hand).. Students will practice asking each other what the need and where tey can find it in the area. The other will give a place and directions. Complete exercise 3 in class students can work in pairs, have a few demonstrate.	Students will complete workbook pages and videos.	Google quiz. Students will record a video giving directions based on a map they can choose from.
9.12- 9.13- yes/no question 2, Culture-keeping others informed	1.1, 1.2, 4.1, 4.2	Handout with yes/no questions matching vocab, vocab and signing naturally slides.	Students will copy sign and learn new vocab, review question asking rules, and review culture rules, They will practice with a partner signing yes/ no questions with a partner. The partner should have a good answer 2 sentences at least.	Students will complete videos and workbook pagesfor 9.12	Google quiz. Students will compose a video asking 5 yes/no questions of their own.

9.14- Comprehension- 'Stop the Traffic'	1.1, 1.2, 1.3, 2.1, 4.1, 4.2	Story- 'Stop the Traffic'-, Vocab and signing naturally slides	Students will copy sign new vocab. Play the story, Students will write down what they got from the story. Show the video again and ask the students questions about the story. Practice retelling the story to a partner.	Students will complete workbook pages and videos	Google quiz. Students will compose a video retelling the story but changing small details to make a fun or different story.
Unit 9 review and TEST					
10.1 Giving opinions about tendencies	1.1, 1.2, 1.3, 3.1, 4.1	Signing naturally slides, vocab slides, Different activities that students can pick to describe their opinions, vocab review video	Students will review new vocab with teacher. Teacher will show different examples of how to use opinion signs and how to show tendencies. Students will break into groups and practice speaking(signing) with one another. A list will be provided for conversation starters. Students will watch a short video as a class and will work on translating the video.	Students will complete online video and workbook pages.	Google quiz, Students will compose a short video of them telling about an opinion and what they 'tend' to do.
10.2- 10.3 Telling the price 1, WH questions 1	1.1, 1.2, 1.3, 2.1, 4.1	SN slides, new vocab slides, Pictures of objects. Play game- Price is right.	Students will review new vocab with teacher. Students will learn the difference between dollars and cents. We will break into groups and play the game "The Price is Right". Students will have to guess the price and use sign to tell the price. If the sign is wrong, another team can steal. Students will learn how to pick the topic out of an English sentence and put it in ASL grammar. They will copy sign questions before breaking into groups and practicing sentences. Students will be provided notes on the structure of ASL grammar.	students will complete online video and workbook pages.	Google quiz. Students will compose a short video telling about something they have bought in the past. They must first ask a question about the item, and tell how much it cost.
10.4 Giving opinions about personal qualities	1.1, 1.2, 1.3, 3.1, 4.1, 4.2	SN slides, new vocab slides, notes on grammar (attributive qualities/ predicative adjectives)	Students will review new vocab, copy sign. Learn the difference between adjectives. Teacher will review sentences. As a class we will complete one minidialogue. The rest will be done independent.	students will complete online video and workbook pages. They will watch the review video on vocab.	Google quiz. Students will compose a short video telling about a person they know. They will explain 8 qualities about the person.
10.5-10.6 Numbers (telling the price), giving opinions about personal qualities 2	1.1, 1.2, 1.3, 3.1, 4.1, 4.2	SN slides, vocab slides, pictures of different foods. cards with different qualities, Teacher made doc.	Students will review new vocab and copy sign. Teacher will show the class how to sign a dollar then cents. Students will bring 1 thing from their home. and tell how much it was and where they got it. For 10.6 students will read a description of person and take turns describing that person. Description from teacher made doc.	Students will complete the workbook pages for 10.5 and 10.6	Google quiz. Students will Tell about an item, how they acquired that item and how much it is. Then they will tell about 2 people. These people can be associated with the item or separate. They must use one of the personal qualities and the name of the person, if they like or dislike them, two more personal quality signs, and must role shift to describe the situation.

10.7- 10.8 Telling where items are located, Wh questions 2	1.1, 1.2, 4.1, 4.2	Pictures of different household items, pictures of different rooms, SN slides, vocab slides, workbook pages and videos, Culture- Insight pg 280.	Students will review new vocab and copy sign. Using the signing naturally slides as a class we will navigate how to find things in the picture of the room. Students will follow sequence telling where items are located. Notes will be provided. As a class, we will watch the dialouge 1 and two. / We will review english grammar then ASL grammar. Students will work on picking the topic out of the sentence and putting the English sentence in ASL grammar. Notes provided. pg 287	Students will complete workbook 10.7, 10.8 after watching the vocabulary review.	Google quiz. Students will compose a short video decribing where something is in a picture (via SN). They will also pick 4 from 9 WH questions and sign the questions. Students will be graded on sign but also the sequence of telling where an item is and their facial body language when asking a question.
10.9- 10.11 Comparing personal qualities, Cutlure: Interrupting others, Comprehension: Why the Owl Has Big Eyes	1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1	Interview video(SN Slides). Chart pg294, Vocab slides, Culture notes. Story 'Why The Owl Has Big Eyes'. Distraction cards- (list of distractions/ random).	Students will review signs and copy sign new vocab. They will watch the interview of two sisters as a class and fill in the chart. Then, we will put the info from the charts into ASL sentences, comparing the two sisters. Students will go into breakout rooms and will practice giving another person an interview. Both sides will be the interviewer.(save the work!). Cutlure- Students will watch videos on how to innterupt someone and let them know what the distraction is. they will breakout into rooms and practice with each other using distraction cards. We will view the video together as a class. I will give more time for the students to rewatch alone. then we will meet back and have comprehension questions.	Students will complete workbook 10.9- 10.11	Google quiz signs and comprhension. Students will compose a short video on the chart they made earlier in the week with thier interview partner.
10.12 Looking for misplaced item - Unit 10 Review/Test- Chuck Baird pg773	1.1, 1.2, 1.3, 3.1, 4.1	Story board, SN slides, 'The Missing Sandwich' video, Class study guide and review game, kahoot	Students will learn the grammar, to describe the search for the item. Notes provided. As a class they will view The missing sandwich stor and answer comprehension questions. We will practice as a class how to tell a story in ASL from a storyboard with pictures. Students will start to create their own storyboard. They will share the next day with classmates. The will record their storyboard story. -- We will review for a test. Study guide provided by teacher, Kahoot.	Students will complete workbook pg 10.2	TEST

11.1- 11.2 Discussing ones knowledge and abilities, number review.	1.1, 1.2, 1.3, 3.1, 4.1	SN slides, Vocab slides, Blank Charts, workbook pages, situations A- I pg 616, Compare knowledge examples.	Students will copy sign new vocab. Use SN slides to review vocab. Sudents will practice what their major in college will be. Introduction of - knowledgeable, skilled in, exceptional in, know nothing, awkward, stupid. Describe each and meaning. Teaher will describe a person and situation and students must pick the sign that describes that person. -- Students will practice numbers, use SN slides to practice A-I different ways to sign the number three, the years, numbers, and time	Students will complete workbook 11.1-11.2 and watch the vocabulary review.	Google quiz, Students will compose a short video of them signing One thing they are exceptionally good at. How long did it take them to become good? What time of day do they practice? Does it cost any money? And one thing they are not so good at. Do they do anything to help improve?
11.3- 11.4 Asking an opinion about someone, Describing reactions	1.1, 1.2, 1.3, 2.1, 3.1, 4.1	SN slides, vocab slides, Situation slides(SN).	Students will review and copy sign new vocab. The class will break into 5 groups. they will be given a role. They must with postive and negative qualities about this role. All Must Present. We will review as a class how to ask someones opinion about another person. Students will role play in small groups. /As a class we will watch slides and students will pick which sign best fits. Hypothetical questions, SN slides.	Students will complete workbook 11.3- 11.4.. Teacher will do the first in class	Google quiz, Students will compose a short video signing the role play they did earlier in the week for 11.3. They must use facial expression and role shift.
11.5/11.10- 11.6 Fingerspelling: states/ provinces, Making and canceling plans	1.11.1,1.2,1.3, 2.1, 4.1, 4.2	Vocab slides, SN slides, Slides with states, Program with maps.	Students will practice and copy sign States, Teacher will sign and students will hold up white board with answer. / Students will view SN slides and learn grammar, students will watch video making plans 1 and 2 and will reveiw questions after. Students will role play inviting others. Then, students will watch video for canceling plans, Role play.	Students will complete workbook 10.5- 11.6	Google quiz , Students will compose a short video of Inviting a person to another state.

11.7, 11.9 First and last time you did something, discussing personal goals	1.1, 1.2, 1.3, 2.1,4.1,4.2, 5.1, 5.2	Vocab slides, SN slides, Map of world	Students will learn and copy sign new vocab and countries around the world. The question, When was the last time you drink water- students will review the possible answers. Students will break into groups and ask when was the last time you did something and after reveiwing as a class ' the first time, students will break into groups again and practice asking each other the first time they drove a car or flew on airplane, was on boat, used a phone etc. / A bucket list from SN- travel- introduce world signs, introduce one goal for each thing on list. Students will submit a bucket list of their own following the 5 goal categories.	Students will complete workbook 11.7 and 11.9	Google quiz, Students will compose a video telling about their 5 goals.
12.1, 12.3 The Tailor- understanding the story, One fine day- understanding the story	1.1,1.2,1.3, 2.1, 4.1	Vocab slides, SN slides, Story- The Tailor/ One Fine Day	Students will copy sign new vocab. Watch the stories and answer the comprehension questions. We will review the background, the 1st, 2nd, and 3rd change as well as conclusion.	Students will complete workbook 12.1 and 12.3	Google quiz, Students will compose a short video retelling one of the stories.
12.4- 12.6 Character placement, agreement verbs/ role shift, Classifiers with role shift	1.1, 1.2, 1.3, 2.1, 3.1, 4.1	SN slides, stories- One Fine Day- The Fox and The Grass.	Students will review with teacher grammar rules for character placement and keeping the correct placement. The will reveiw role shifting when telling a story, as well as using classifiers in the story. Students will practicing signing the story, the fox and the grass.	workbook and videos for 12.4, 12.6	Google quiz, Students will compose a short video signing, 'The Fox and The Grass.'
12.8-12.10 Fable- The Lion and the Mouse/ Create your own Fable	1.1, 1.2, 1.3, 2.1, 4.1	SN slides, Story- The lion and the mouse	Students will view the lion and the mouse. the fable will be broken apart into characters movemnts, interactions with objects and contact between characters. Also, on translating scenes and the moral. / Review parts and characters in fable. Students will break into groups and compose their own fable.	Students will work in groups to develop a fable	Students will compose a short video signing their made up fable.