

American Sign Language II Course Syllabus

Course Description

American Sign Language II continues to develop communicative skills. The major emphasis is on developing receptive and productive language skills. Expansion of vocabulary and grammatical structures continues, and further exploration of Deaf Culture will be addressed and explored. The expected outcome of this course will be developing novice high proficiency. **This course is conducted in ASL (without voice) a significant amount of time.**

My Life



In this unit of study, students will consider the question, “how do my choices impact my life?”. Students will present personal information about my life, activities and events, using simple sentences. While maintaining basic conversations, students will request and provide information on familiar topics by creating questions and simple sentences about their lives.

Community



In this unit of study, students will present personal information about my schedule and daily activities. They will ask about and react to preferences, opinions or feelings using simple sentences most of the time. To maintain basic conversations that will be able to ask familiar questions and reply with high frequency statements about their school life. Comparisons will be made between types of schools attended by hearing and deaf students.

Travel



In this unit of study, students will describe their interests and activities, while maintaining basic conversations. They will explain connections to other factors like weather, places, and clothing. Descriptions and opinions, expressing likes and dislikes, questions, and cultural comparisons will guide their conversations.

Wellness



In this unit of study, students will identify and describe the elements of a balanced lifestyle. They will ask about a person’s health, eating habits, behaviors, and provide advice to improve those areas. Descriptions and opinions, questions, and expressing desired results will guide their conversations.

Major Evaluation Overviews

Presentational Performance Task (CAP)

This exam assesses the students’ ability to create an unrehearsed or pre-scripted signed response to a prompt without direct rehearsal or practice of the scenario or prompt. The content of the unit provides the context of the CAP Performance Assessment.

Interpersonal Performance Task (IP)

This exam assesses the students’ ability to have and maintain a signed conversation and interact with a conversation partner without direct rehearsal or practice of the scenario or prompt. The content of the unit provides the context of the Interpersonal Exam.

Presentational Performance Task (PBQ)

This exam assesses the students’ ability to create a rehearsed signed response to a prompt with direct rehearsal and practice of the scenario or prompt. The content of the unit provides the context of the PBQ Performance Assessment.