

**ASL II Curriculum Pacing Guide**

**Montgomery County Public Schools**

**1<sup>st</sup> Quarter**

**Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p><b>COMMUNICATION</b>  <b>Communicating in American Sign Language</b></p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)</p> <p><b>CULTURES</b>  <b>Knowledge of the cultural context in which American Sign Language occurs</b></p> <p>2.1 Students demonstrate an understanding of the relationship between practices and perspectives of Deaf culture.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the Deaf culture.</p> <p><b>CONNECTIONS</b>  <b>Providing connections to additional bodies of knowledge</b></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through their knowledge of and skills in using American Sign Language.</p>	<p>1.1 Students ask and respond to questions for clarification.</p> <ul style="list-style-type: none"> <li>• more complex ASL grammatical feature and vocabulary.</li> <li>• short stories, narratives, dialogues</li> <li>• descriptions of general surroundings</li> <li>• appropriate sequencing</li> <li>• temporal aspects</li> <li>• conditionals</li> <li>• Information about Deaf Community and Deaf Culture</li> </ul> <p>2.1 Student use appropriate communication in daily activities among peers and adults.</p> <p>2.2 Students analyze the influence of other signed languages and cultures of the world on American Sign Language.</p> <p>3.1 Students use technology to access and exchange information with and within the Deaf community (e.g., closed captioning, text telephones, relay services).</p>	<ul style="list-style-type: none"> <li>• Lentz, E.M., Mikos K. and Smith C. 1993 <i>Signing Naturally</i> Level 2 Units</li> <li>• Student DVD &amp; workbook Units 13 &amp;14</li> </ul>	<ul style="list-style-type: none"> <li>• Review <i>Signing Naturally</i> Units 1 – 12</li> <li>• Unit 13</li> <li>• <i>Journey Into the Deaf World</i></li> </ul>

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<p><b>COMPARISONS</b>  <b>Comparing and contrasting American Sign Language with a student's own language</b></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language.</p> <p>4.2 Students demonstrate the concept of culture through comparisons of the Deaf culture with their own culture.</p> <p><b>COMMUNITIES</b>  <b>Participation in American Sign Language communities</b></p> <p>5.1 Students use the language both within and beyond the school setting.</p>	<p>4.1 Students analyze syntactical and linguistic similarities and differences between American Sign Language and other languages (e.g., relationship between sign/ word order and meaning, question format, verb inflections, time and tense indicators).</p> <p>4.2 Students compare and contrast deaf education and its history with education in other communities.</p> <p>5.1 Students expand their knowledge of career opportunities and limitations, with critical review of legislation effecting career choices and accommodations (e.g., the Americans with Disabilities Act)</p>		

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**2<sup>nd</sup> Quarter**

**Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p><b>COMMUNICATION</b>  <b>Communicating in American Sign Language</b></p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)</p> <p><b>CULTURES</b>  <b>Knowledge of the cultural context in which American Sign Language occurs</b></p> <p>2.1 Students demonstrate an understanding of the relationship between practices and perspectives of Deaf culture.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the Deaf culture.</p> <p><b>CONNECTIONS</b>  <b>Providing connections to additional bodies of knowledge</b></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through their knowledge of and skills in using American Sign Language.</p>	<p>1.1 Students ask and respond to questions for clarification.</p> <p>2.1 Student use appropriate communication in daily activities among peers and adults.</p> <p>2.2 Students analyze the influence of other signed languages and cultures of the world on American Sign Language.</p> <p>3.1 Students use technology to access and exchange information with and within the Deaf community (e.g., closed captioning, text telephones, relay services).</p>		<p><i>Signing Naturally</i> Level 2 Units 13 &amp; 14</p>

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Standards of Learning	Concepts	Resources	Pacing
<p><b>COMPARISONS</b>  <b>Comparing and Contrasting American Sign Language with a Student’s own language</b></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language.</p> <p>4.2 Students demonstrate the concept of culture through comparisons of the Deaf culture with their own culture.</p> <p><b>COMMUNITIES</b>  <b>Participation in American Sign Language communities</b></p> <p>5.1 Students use the language both within and beyond the school setting.</p>	<p>4.1 Students analyze syntactical and linguistic similarities and differences between American Sign Language and other languages (e.g., relationship between sign/ word order and meaning, question format, verb inflections, time and tense indicators).</p> <p>4.2 Students compare and contrast deaf education and its history with education in other communities.</p> <p>5.1 Students expand their knowledge of career opportunities and limitations, with critical review of legislation effecting career choices and accommodations (e.g., the Americans with Disabilities Act)</p> <p>Students expand their knowledge of the sociology of deafness by describing diversity within the Deaf culture (e.g., deaf-black, deaf-blind, deaf-peddlers)</p>		

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**3<sup>rd</sup> Quarter**

**Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p><b>COMMUNICATION</b>  <b>Communicating in American Sign Language</b></p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)</p> <p>1.2 Students understand and interpret American Sign Language on a variety of topics (interpretive mode)</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (presentational mode)</p> <p><b>CULTURES</b>  <b>Knowledge of the cultural context in which American Sign Language occurs</b></p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the Deaf culture.</p>	<p>1.1 Students develop and propose solutions to issues and problems related to the school or community through group work.</p> <p>1.2 Students understand announcements and messages connected to daily activities at school or in the Deaf culture.</p> <p>Students comprehend the principle characters, main ideas, and themes in selected literary presentations (e.g., storytelling, folklore, poetry, and drama).</p> <p>1.3 Students prepare class presentations or reports on personal experiences, other school subjects, or current events.</p> <p>Students prepare stories about activities or events in their environments and share these stories with an audience.</p> <ul style="list-style-type: none"> <li>• continue to develop ASL vocabulary and grammar</li> <li>• use of two-to-three character role shifts</li> <li>• describe settings</li> <li>• explain and discuss everyday objects and their use</li> <li>• step-by-step processes</li> <li>• cause and effect</li> </ul> <p>2.2 Students research and learn about humor, literature, and cultural arts of the Deaf community.</p>		<ul style="list-style-type: none"> <li>• <i>Signing Naturally</i> Level 2 Units 15 &amp; 16</li> </ul>

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**3<sup>rd</sup> Quarter**

**Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p><b>CONNECTIONS</b>  <b>Providing connections to additional bodies of knowledge</b></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through their knowledge of and skills in using American Sign Language.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and its cultures.</p> <p><b>COMPARISONS</b>  <b>Comparing and contrasting American Sign Language with a student’s own language</b></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language.</p> <p>4.2 Students demonstrate the concept of culture through comparisons of the Deaf culture with their own culture.</p>	<ul style="list-style-type: none"> <li>• Culturally significant topics relative to the Deaf Community.</li> </ul> <p>3.1 Students expand their knowledge of print and nonprint resources on deafness, the Deaf, and American Sign Language to gather information (e.g., web sites for deaf associations, deaf businesses, professional agencies and associations).</p> <p>3.2 Students identify issues from different perspectives of members of the Deaf culture (e.g., using topics found in deaf publications such as NAD Broadcaster, the “Deaf President Now” movement, state and federal legislation).</p> <p>4.1 Students demonstrate awareness of idioms and other figurative language within American Sign Language and compare them to idioms and other figurative language in their own language.</p> <p>4.2 Students compare and contrast the Deaf culture with other minority cultures.</p>		

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<b>Standards of Learning</b>	<b>Concepts</b>	<b>Resources</b>	<b>Pacing</b>
<b>COMMUNITIES</b> <b>Participation in American Sign Language communities</b>  5.1 Students use the language both within and beyond the school setting.  5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	5.1 Students attend events in the school or broader Deaf community  5.2 Students attend, view, create and/or perform a topic of interest to members of the Deaf community.		

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**4<sup>th</sup> Quarter**

**Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p><b>CULTURES</b>  <b>Knowledge of the cultural context in which American Sign Language occurs</b></p> <p>2.1 Students demonstrate an understanding of the relationship between practices and perspectives of Deaf culture.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the Deaf culture.</p> <p><b>COMPARISONS</b>  <b>Comparing and contrasting American Sign Language with a student’s own language</b></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language.</p> <p>4.2 Students demonstrate the concept of culture through comparisons of the Deaf culture with their own culture.</p>	<p>2.1 Students identify and learn about the role of organizations of the Deaf.</p> <p>Students identify the members of the Deaf community and its hierarchy and demonstrate knowledge of communication differences within the Deaf community.</p> <p>2.2 Students recognize and describe Deaf heritage by identifying the contributions made by people who are deaf in all aspects of life.</p> <p>4.1 Students analyze relationships between word order and meaning in American Sign Language and their own language.</p> <p>4.2 Students demonstrate awareness that they too have a culture based on their comparisons between the Deaf culture and their own culture.</p>		<p><i>Signing Naturally</i> Level 2 Units 16 &amp; 17</p>



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<b>Standards of Learning</b>	<b>Concepts</b>	<b>Resources</b>	<b>Pacing</b>
<b>COMMUNITIES</b> <b>Participation in American Sign Language communities</b>  5.1 Students use the language both within and beyond the school setting.	5.1 Students interact with members of the local Deaf community using American Sign Language (e.g., “Silent suppers,” storytelling at libraries, leisure activities)		