

ASL I Curriculum Pacing Guide

Montgomery County Public Schools

1st Quarter **Pacing: 4X4 Block (4.5 weeks), A/B Block, and Traditional**

Standards of Learning	Concepts	Resources	Pacing
<p>CONNECTIONS Providing connections to additional bodies of knowledge</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>COMPARISONS Comparing and contrasting American Sign Language with a student’s own language</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language.</p> <p>COMMUNITIES Participation in American Sign Language communities</p> <p>5.1 Students use the language both within and beyond the school setting.</p>	<p>3.1 Students demonstrate an awareness of print and nonprint resources for deafness, the Deaf, and American Sign Language, and other sign systems (e.g., sign language CD-rom dictionaries, books by deaf authors, books about the Deaf).</p> <ul style="list-style-type: none"> • Basic conversation skills <p>4.1 Students identify elements of American Sign Language phonology (e.g., hand shapes, type of signs, orientation on the body, sign movements), comparing and contrasting with the phonology of their own language.</p> <p>5.1 Students identify deafness related careers (e.g., Deaf education, interpreting/transliterating)</p>		

Standards of Learning	Concepts	Resources	Pacing
<p>COMMUNICATION Communicating in American Sign Language</p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)</p> <p>CULTURES Knowledge of the cultural context in which American Sign Language occurs</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>1.1 Students exchange essential information such as making introductions, leave-taking, getting attention, and negotiating the signing environment using appropriate non-manual behaviors (i.e., facial expression, body posture, spatial organization).</p> <p>2.1 Students demonstrate awareness of Deaf heritage and identify major historical events and persons.</p> <p>Students demonstrate an understanding of American Sign Language as indigenous to the Deaf culture.</p> <p>2.2 Student identify the various historical beliefs about deafness (e.g., education, listening devices)</p>		<ul style="list-style-type: none"> Units 3 – 5 <i>Signing Naturally</i>

Standards of Learning	Concepts	Resources	Pacing
<p>CONNECTIONS Providing connections to additional bodies of knowledge</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>COMPARISONS Comparing and contrasting American Sign Language with a student’s own language</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language.</p>	<p>3.2 Students gain an understanding of concepts that are unique to the deaf community and their implications for language learning (e.g., hearing of hearing, hearing of deaf, deaf of hearing, deaf of deaf, and hard of hearing).</p> <p>4.1 Students recognize differences and similarities between auditory languages and the visual/conceptual features of American Sign Language, including homophones, manual babbling.</p> <p>Students compare the inflections used to communicate questions, negatives, and statements in American Sign Language with the inflectional patterns used in the students’ own language.</p>		

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3rd Quarter

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Standards of Learning	Concepts	Resources	Pacing
<p>COMMUNICATION Communicating in American Sign Language</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>1.1 Students follow and give simple directions and instructions.</p> <p>1.2 Students comprehend main ideas in appropriate signed narratives such as personal anecdotes or narratives based on familiar themes, in person or via videotape.</p> <p>Students identify people and objects in their environment or from other school subjects, based on signed descriptions.</p> <ul style="list-style-type: none"> • Refining skills in using ASL sentence types <ul style="list-style-type: none"> ◦ pronominalization ◦ classifies ◦ spatial referencing ◦ pluralization ◦ temperal aspect ◦ distributional aspect • Routine communication functions <ul style="list-style-type: none"> ◦ asking ◦ requesting ◦ providing clarification ◦ giving and asking for directions 	<ul style="list-style-type: none"> • Lentz, E.M., Mikos K. and Smith C. 2008 Signing Naturally Units • 7 – 12 Student DVD and workbook 	<ul style="list-style-type: none"> • Units 6 – 9 <i>Signing Naturally</i>

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3rd Quarter

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

Standards of Learning	Concepts	Resources	Pacing
<p>CULTURES Knowledge of the cultural context in which American Sign Language occurs</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>CONNECTIONS Providing connections to additional bodies of knowledge</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>2.1 Students observe and discuss the historical and current role of technology in the Deaf culture.</p> <p>Students observe, identify, discuss, and use simple patterns of behavior for interacting in various settings</p> <p>2.2 Students identify and discuss the contributions made by linguists who have studied American Sign Language.</p> <ul style="list-style-type: none"> • Deaf Culture • Deaf Community <p>3.1 Students identify the use of technology to access and exchange information with and within the Deaf community (e.g., captioning/decoding devices, TTYs and text telephones, listening systems, real-time graphic displays).</p> <p>3.2 Students become aware of the perspective of the Deaf culture by reading or viewing publications or presentations.</p>		

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<p>COMPARISONS Comparing and contrasting American Sign Language with a student’s own language</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>COMMUNITIES Participation in American Sign Language communities</p> <p>5.1 Students use the language both within and beyond the school setting.</p>	<p>4.1 Students compare formal and informal forms of language in greetings and leave-taking in American Sign Language and their own language.</p> <p>4.2 Students recognize the importance of affiliation and status within the Deaf community during introductions, in comparison with their own language.</p> <p>Students compare simple patterns of interaction in the Deaf culture and in their own culture.</p> <p>5.1 Students communicate on a personal level with American Sign Language users (e.g., E-mail, Deaf pen-pals, subscription to Deaf-lists)</p>		

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

Standards of Learning	Concepts	Resources	Pacing
<p>COMMUNICATION Communicating in American Sign Language</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>CULTURES Knowledge of the cultural context in which American Sign Language occurs</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the Deaf culture.</p> <p>CONNECTIONS Providing connections to additional bodies of knowledge</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>1.2 Students follow signed directions regarding familiar locations.</p> <p>1.3 Students prepare stories about activities or events in their environments and share these stories with an audience.</p> <p style="padding-left: 40px;">Students dramatize stories and anecdotes commonly known by members of the Deaf community (e.g., ABC Stories).</p> <p style="padding-left: 40px;">Students tell or retell stories and give messages in American Sign Language.</p> <p>2.2 Students recognize themes, ideas, or perspectives of the Deaf culture.</p> <p>3.1 Students demonstrate understanding of concepts learned in other subject areas in American Sign Language (e.g., mathematics: number concepts, time and measurement, story problems; health: physical characteristics).</p>		<ul style="list-style-type: none"> Units 10 – 12 <i>Signing Naturally</i>

Standards of Learning	Concepts	Resources	Pacing
<p>COMPARISONS Comparing and contrasting American Sign Language with a student’s own language</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>COMMUNITIES Participation in American Sign Language communities</p> <p>5.1 Students use the language both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>4.1 Students identify signs that are “borrowed” in American Sign Language and in their own language and speculate on reasons for “borrowing.”</p> <p>4.2 Students demonstrate an awareness of language register in American Sign Language, compared with their own language (e.g., name signs, degrees of formality).</p> <p>5.1 Students attend school activities for the Deaf (e.g., Junior NAD/ VAD, Deaf clubs)</p>		