

# **STANDARDS OF LEARNING CONTENT REVIEW NOTES**

## **AMERICAN SIGN LANGUAGE 3**



**SUFFOLK**  
PUBLIC SCHOOLS

## OVERVIEW

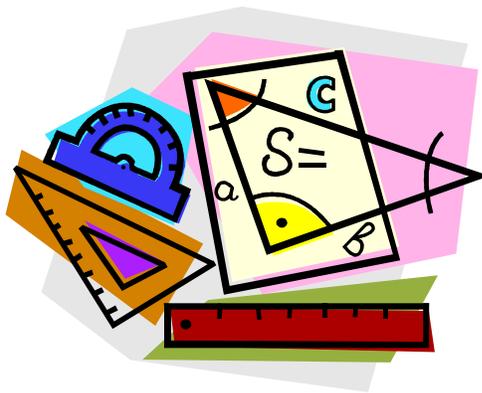
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**American Sign Language 3** Content Review Notes are designed as a resource for students and parents. Each nine weeks' Standards of Learning (SOLs) have been identified and a detailed explanation of the specific SOL is provided. Specific notes have also been included in this document to assist students in understanding the concepts. A "Key Concept" section has also been developed to provide students with the opportunity to check their understanding of the content.

The document is a compilation of information found in the Virginia Department of Education (VDOE) Standards of Learning and resources from the textbook series have been used. Finally, information from various websites is included. The websites are listed with the information as it appears in the document.

# **Standards of Learning Notes & Activities**

# FIRST NINE WEEKS



**PACING GUIDE  
FIRST NINE WEEKS**

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|   |   |             |
|---|---|-------------|
| Review vocabulary from ASL 1 AND ASL 2          | <b>Review</b>                                     | <b>5</b>    |
| 13-Locating Things Around the House             | <b>ASL 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9</b> | <b>8-10</b> |
| 14-Complaining, Making Suggestions and Requests | <b>ASL 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9</b> | <b>8-10</b> |

## Pre-Test ASL 3

Name: \_\_\_\_\_ Section \_\_\_\_\_ Date: \_\_\_\_\_

In each column, after each word is signed manually, write the number of the sign beside the correct word.

### 50 Vocabulary-Nouns

|                  |                    |                   |
|------------------|--------------------|-------------------|
| _____ dinner     | _____ minutes      | _____ years       |
| _____ Tuesday    | _____ everyday     | _____ job         |
| _____ snake      | _____ horse        | _____ rabbit      |
| _____ week       | _____ cat          | _____ basketball  |
| _____ English    | _____ Art          | _____ Math        |
| _____ hospital   | _____ tennis       | _____ restaurant  |
| _____ outside    | _____ airplane     | _____ appointment |
| _____ right      | _____ police       | _____ elevator    |
| _____ place      | _____ mountains    | _____ cigarettes  |
| _____ world      | _____ earth        | _____ land        |
| _____ ocean      | _____ island       | _____ river       |
| _____ volleyball | _____ hot-dogs     | _____ hamburger   |
| _____ summer     | _____ spring       | _____ winter      |
| _____ team       | _____ sandwich     | _____ camp        |
| _____ tree       | _____ French fried | _____ Europe      |
| _____ Holland    | _____ hotel        | _____ Farmer      |
| _____ secretary  | _____ dancer       |                   |

In each column, after each word is signed manually, write the number of the sign beside the correct word

## 50 Vocabulary-Verbs

|                |                |                   |
|----------------|----------------|-------------------|
| _____earn      | _____vomit     | _____steal        |
| _____deposit   | _____examine   | _____quarrel      |
| _____set-up    | _____wait      | _____join         |
| _____dive-in   | _____complain  | _____print        |
| _____wear      | _____write     | _____believe      |
| _____detest    | _____fishing   | _____quit         |
| _____laid off  | _____bored     | _____yell         |
| _____discuss   | _____tattled   | _____smoking      |
| _____lie       | _____cheat     | _____realized     |
| _____hide      | _____fail      | _____suspect      |
| _____decline   | _____save      | _____smells       |
| _____satisfied | _____ride-bike | _____enthusiastic |
| _____show-me   | _____ready     | _____promise      |
| _____get-on    | _____stand-up  | _____fall down    |
| _____decide    | _____disagree  | _____agree        |
| _____pity you  | _____guess     | _____cook         |
| _____invite    | _____lie-down  |                   |

**Course:** ASL III

**Standards of Learning:** 3.1, 3.4, 3.5

**Marking Period:** 1<sup>st</sup>

## **Sample Prompt**

**Directions:** Using Chapter Vocabulary, create a dialogue in groups of 3-4 to present in sign. Each person should have at least 4-5 turns with at least 3 sentences per turn.

|  |
|--|
| <b>Prompt:</b> <i>Complaining, Making Suggestions and Requests</i> |
|--|

Writing will be assessed using this rubric:

**Oral Presentation Rubric: Signed Dialogue**

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

| CATEGORY                         | 4   | 3  | 2  | 1   |
|----------------------------------|---|--|--|---|
| Assigned Vocabulary Incorporated | Uses vocabulary appropriate for the chapter. Extends audience vocabulary by defining words that might be new to most of the audience. | Uses vocabulary appropriate for the chapter. Includes 1-2 words that might be new to most of the audience, but does not define them. | Uses vocabulary appropriate for the chapter. Does not make audience aware of signs for new vocabulary. | Does not use assigned chapter vocabulary.                                       |
| Preparedness                     | Student is completely prepared and has obviously rehearsed.   | Student seems pretty prepared but might have needed a couple more rehearsals.  | The student is somewhat prepared, but it is clear that rehearsal was lacking.                          | Student does not seem at all prepared to present.                               |
| Signs Clearly                    | Signs clearly and distinctly all (100-95%) the time, and correctly produces signs all the time.                                       | Signs clearly and distinctly all (100-95%) the time, but has one to two incorrect signs.   | Signs clearly and distinctly most ( 94-85%) of the time. Has 3-9.                                      | Often signs are not clear, speaks when signing, and has 10 or more sign errors. |
| Signed Sentences                 | Always (99-100% of time) signs in complete sentences that have more than 5 signs per sentence.  | Mostly (80-98%) signs in complete sentences that have at least 5 signs per sentence.   | Sometimes (70-80%) signs most sentences that have more than 4 signs.                                   | Rarely signs sentences with more than 3 signs per sentence.                     |

|            |   |   |   |  |
|------------|---|---|---|--|
| Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
|------------|---|---|---|--|

## KEY CONCEPTS:

### Unit 13 – Locating things around the house

#### Activity

Do you have art skills???? It doesn't matter because you only need basic drawing knowledge for this activity. Students will take turns signing basic room designs to others. I will go first. After everyone has drawn this on their paper, the person who signed picks a person and they come up to the board to make sure that they drew it correctly and others can also check their work. Pay attention to this activity because a lot of people get left and right confused. You don't lose points for that now, but when we test you will so practice practice....and of course your work will be collected and you will receive a class work grade for your participation!!!

#### Activity

Ever wonder what your classmates house looks like inside??? You will be paired up with someone you DO NOT know very well and you will sign your house layouts to each other. You need to draw what the other person signs. Make sure you have each room, closets, hallways, front door, etc. This activity is also to prepare you for quizzes and tests on this unit so make sure you DO YOUR WORK. It will also be collected and graded.

Activity: To be counted as a test grade, create the following using the rules and vocabulary we have learned in Unit 13.

Date Assigned: \_\_\_\_\_ Due Date: \_\_\_\_\_

Each student will create a diorama of a room in the house. A shoebox or something similar would be what I am looking for. Inside the diorama include furniture that we have learned in this unit to create the room. EVERYTHING must be 3-D. You can use items from around the house or you can buy things. You will have a week to do this that includes a weekend. You will bring in your diorama and sign the room layout to the class making sure you following the rules for describing room layouts. If you have any other questions right now is the time to ask. It is due ON TIME. Failure to do so will result in 10 point penalty each class block it is late.

Each diorama must have AT LEAST 10 items that will be signed!!!! ACCURATE SIGNING ACCORDING TO THE RULES AND KNOWLEDGE OF THE SIGN WILL BE GRADED HEAVILY. ALSO, THE PROJECT ITSELF SHOULD BE NEAT AND THOUGHT OUT AND PART OF THE GRADE WILL BE BASED ON THIS AS WELL. BE CREATIVE!!!! MAKE THIS A FUN ACTIVITY!!!

Rooms you can choose:

Living Room

Kitchen

Bedroom

Playroom

Bathroom

ACTIVITY: Want to play a fun game that helps us learn our signs and locating things when signed directions? Good, me too!!! We will take turns with the following game.

We will select an item to place hidden in the room. One person will go outside while we hide the item. The person will then come in and sign to the other students is it located near certain items. THE ONLY RESPONSES THE OTHER CLASSMATES CAN SIGN IS HOT, COLD, AND WARM. Everyone must know their signs so that they can accurately help the person find the item and that person needs to know their signs as well. Before we start we will have a review of the signs for objects in the classroom so that they can find it quickly! Let's be sure to make this fun by following the rules!!! NO TALKING!!

Activity

Handshape Stories

Date assigned: \_\_\_\_\_ Date Due: \_\_\_\_\_

You will need to read the information on page 16-17 about handshape stories. After we read this, we will discuss different handshape stories and I will give you some

examples. You will then need to create your own ABC handshape story that you will present to the class. This should be a fun creative story and it will be graded on that as well. You will need to have it memorized for when we present. It will be a quiz grade! In the space below, you will create your story. THE MORE EFFORT YOU PUT INTO THIS PROJECT, NOT ONLY WILL YOUR GRADE REFLECT THAT BUT ALSO WE WILL ENJOY WATCHING THEM!!!

|   |   |
|---|---|
| A | N |
| B | O |
| C | P |
| D | Q |
| E | R |
| F | S |
| G | T |
| H | U |
| I | V |
| J | W |
| K | X |
| L | Y |
| M | Z |

Activity:

Describe the Sign: For the following descriptions, match the correct vocabulary word from Unit 13.

1. For this sign, you make a “g” handshape with your dominant hand and make a closed 5 with your other hand. You then put the pinky side of the closed 5 hand into the “g” handshape near wrist and slide it up. What sign am I?

2. For this sign, you make a “c” handshape, palm left, up in front of your face and move in a circular motion. What sign am I?
3. For this sign you take your dominant hand and put on your left front chest and make a “20” sign a few times. What sign am I?
4. \_\_\_\_\_,  
\_\_\_\_\_ are five signs you fingerspell that are in Unit 13.
5. For this sign, you make a “1” handshape and put up in air a little above head height, palm left, and make small circles from elbow. What sign am I?
6. For this sign, make an “f” handshape palm out and shake back and forth. What sign am I?
7. True or False, the sign for “soap” is fingerspelled?
8. True or False, the sign for “bathtub” and “shower” are the same?
9. True or False, the handshapes for “lamp” and “shower” are similar?
10. True or False, the sign for “camera” really looks like you are taking a picture?

### **Unit 14-Complaining, Suggestions, and Requests**

1. If a problem or activity has occurred only once, use the \_\_\_\_\_ form, which is the basic form of the verb with its basic movement.
2. If a problem, activity or situation has occurred continuously with little interruption, use the \_\_\_\_\_ by signing the verb with a repeated circular motion.
3. If a problem, activity or situation occurs frequently or regularly, use \_\_\_\_\_ by signing the verb with several repetitions.

4. For this sign, you make “s” handshapes with both hands and rotate them around each other away and towards you. What sign am I?
5. For this sign you have two bent “v” handshapes, palms facing you, and they move up and towards your body. What sign am I?
6. For this sign, you extend your index finger on both hands with the rest of the fingers closed. You then face the tips of both indexes towards each other and move up and down at the wrist simultaneously. What sign am I?
7. For this sign you make two “s” handshapes, palms down, indexes touching. You then twist them slightly in opposite directions. What sign am I?
8. For this sign, you fs R-A-S-H. What sign am I?
9. For this sign, both hands are in a closed 5 handshape with thumb away from fingers a little. You take both hands on either side of neck, palms down and move back and forth towards and away from neck. What sign am I?
10. For this sign you make a v handshape, put by lips with palm facing you. You then move it back and forth slightly. What sign am I?
11. For this sign, you have two “x” handshapes, palms facing you and alternately bring them down from the bottom middle of the corresponding eye. What sign am I?
12. For this sign, you take both fists, palm down, indexes touching, and then you move them apart so that the palms are facing each other. What sign am I?

Discuss what each of the following is in OWN WORDS!!!! Failure to do so will result in a zero. Failure to do so completely will also result in a zero.

1. When referring to spatial agreement, how do you talk about a third person in general?
2. How do you talk about the third person who is NOT present?
3. How do you talk about the third person who IS present?
4. What is temporal aspect?
5. What is the uninflected form?
6. What is the recurring inflection?

7. What is the continuous inflection?

8. What are Agreement Verbs?

9. How do you use pronouns with plain verbs?

ASL 3

Name/Date: \_\_\_\_\_

Circle which of the following time signs matches what your instructor has signed:

- |    |             |           |            |
|----|-------------|-----------|------------|
| 1. | uninflected | recurring | continuous |
| 2. | uninflected | recurring | continuous |
| 3. | uninflected | recurring | continuous |
| 4. | uninflected | recurring | continuous |
| 5. | uninflected | recurring | continuous |
| 6. | uninflected | recurring | continuous |
| 7. | uninflected | recurring | continuous |
| 8. | uninflected | recurring | continuous |

- |     |             |           |            |
|-----|-------------|-----------|------------|
| 9.  | uninflected | recurring | continuous |
| 10. | uninflected | recurring | continuous |
| 11. | uninflected | recurring | continuous |
| 12. | uninflected | recurring | continuous |
| 13. | uninflected | recurring | continuous |
| 14. | uninflected | recurring | continuous |
| 15. | uninflected | recurring | continuous |

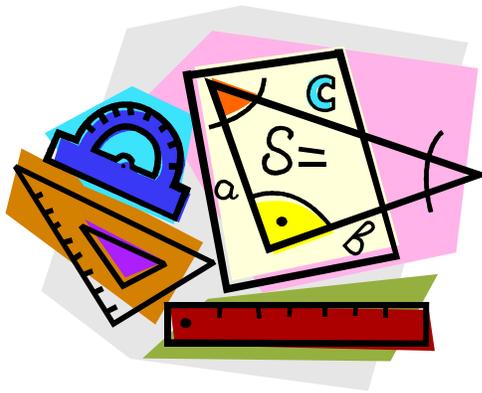
Activity:

Please look over the conversation practice on page 40. With a partner practice each situation. You will be given about 15 minutes to do so. After this time, I will randomly call on people to demonstrate each situation. **BE PREPARED FOR ALL OF THE SITUATIONS!** You never know which one that you will have to demonstrate. If you are not prepared, you will receive a ZERO, no ifs, ands, or buts!!! After we do this, switch partners and in the space below create your own dialogue using one of the situations. Make sure you tell us what kind of situation you chose and you follow the rules. This is a separate grade.

Describe the sign:

1. This sign is similar to disgusted except it has a different movement. What is the sign and how does the movement differ? Hint: there is possible more than one correct answer.
2. For this sign, make a “g” handshape with your dominant hand. Put the finger tip of the thumb and pointer on your throat and slide down. What sign am I?
3. Describe the sign for dizzy.
4. Describe the sign for argue.
5. Describe the sign for gossip.
6. Describe the sign for lick (like a dog licking your face).
7. Describe the sign for rent.
8. Describe the sign for complain.
9. Describe the sign for nosy.
10. Describe the sign for diarrhea.

# SECOND NINE WEEKS



**PACING GUIDE**  
**SECOND NINE WEEKS**

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|  |   |                                     |
|--|---|-------------------------------------|
| 15-Exchanging Personal Information: Life Events              | <b>ASL 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9</b> | <b>8-10</b>                         |
| Signed Debate including Research Paper/Song/Teaching a class | <b>ASL 3.1, 3.2, 3.5, 3.7, 3.9</b>                | <b>6-7</b>                          |
| Review of Chapters 13-15 for Midterm                         |   | <b>The week before midterms 2-3</b> |
| Midterms   |   | <b>1</b>                            |

**Course:** ASL III

**Standards of Learning:** 3.1, 3.3

**Marking Period:** 2<sup>nd</sup>

**Sample Prompt**

**Directions:** After Chapter 15 on Exchanging Personal Information, students are to write a bibliography of their own life from birth to death.

**Prompt:** After learning how to exchange personal information in sign, I was born.....

Writing will be assessed using this rubric:

**Story Writing : Essays, Reactions, Compare/Contrast**

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

| CATEGORY                | 4   | 3   | 2   | 1   |
|-------------------------|---|---|---|---|
| Focus on Assigned Topic | The entire story is related to the assigned topic and allows the reader to understand much more about the topic.  | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic.         |
| Introduction            | First paragraph has a "grabber" or catchy beginning.  | First paragraph has a weak "grabber".   | A catchy beginning was attempted but was confusing rather than catchy.                                | No attempt was made to catch the reader's attention in the first paragraph. |
| Organization            | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.  | The story is a little hard to follow. The transitions are sometimes not clear.                        | Ideas and scenes seem to be randomly arranged.                              |
| Requirements            | All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met.                     | Almost all (about 90%) the written requirements were met.   | Most (about 75%) of the written requirements were met, but several were not.                          | Many requirements were not met.   |

|          |  |   |   |  |
|----------|--|---|---|--|
| Neatness | The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it. | The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it. | The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry. | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. |
|          |  |   |   |  |

## KEY CONCEPTS:

### Unit 15 – Exchanging Personal Information: Life Events

1. How do you narrate about life events?
2. How do you transition between events? Name and discuss each way separately.

Pauses:

When clauses:

Time signs indicating a period of time:

ACTIVITY:

Make a **Narrative About Your life**. Watch the video about the life story on page 61. Pay attention to the use of transitions so that you can model them in your story. You will need to make pictures to represent the parts of your life you are going to sign about just like they did on page 61. You will have one class block to work independently on this and then you will sign it to the class the next class block. Make sure you have your picture story to give me when you sign and you use the transitions correctly. This will be a quiz grade. **YOU CAN BE AS CREATIVE AS YOU WANT!!!**

You will put the picture story on the following page as well as what you will sign.



Activity:

Concentration: The teacher will have cards made up with the pictures of the countries and the names for each country. You will sit on the floor in a circle and match the pictures with the names for each country.

Activity:

Interested in knowing a little about other countries sign language????? I am. We will go to the computer lab and I will assign you a country. You will then find out some basic info about their sign language system. Where did it originate? Print a copy of their alphabet. How is it similar or different than ours? Find out a few unique or interesting facts to share. The next class block we will be sharing the information that we discovered so that we can all learn about MANY different forms of sign language! I can't wait to find out what you discover!!!

Activity:

Telling family history. Ever wish your family was from somewhere different??? Wish you had royals in your family??? Now is YOUR chance!!! You will make a family tree about your family like the one on page 66. You can give them whatever nationalities you want to give them and then you will sign us a little story about them.

American Sign Language 3  
Research and Debate  
1<sup>st</sup> Semester Mid-term

Students- You will be researching on one common debate issue that is addressed in the Deaf community and present a debate in class involving other students. Please prepare a 5 paragraph page on your research using 3 supporting facts about the topic. Some suggestions are what are the pros and cons about the topic, why is it an issue, what are some solutions, and etc.... We will be attending 2 days of computer labs. You may use your time during the computer lab days or at home. You will have 2 weeks to plan and implement your research and prepare a debate in class on the day of your midterm. Each person will need to prepare a debate that last 10 to 12 minutes each. Your debate can include a power point presentation, posters, drawings, modals, or any visual presentations that is presentable for other students to see. Some common controversy issues that are addressed in the Deaf Community are the following, please choose one:

Babies learning to Sign: Why do researchers suggest hearing babies learn to sign and Deaf babies to learn to talk? What is the irony?

ASL as Foreign Language: Why do some colleges and universities do not accept ASL as foreign language? Why are they not accepting it?

Deaf Identity: Should Deaf people have the rights to call themselves Handicap, Hearing Impaired, Deaf, Hard of Hearing, Oral, and so forth.. Why so many identities? Which world should they be involved in if they were capable of hearing and talking but yet still has a hearing loss?

Teachers: Should teachers be Deaf to teach Deaf children? What should be the qualifications for teachers be? How do Deaf people feel about Hearing teachers teaching Deaf children? How do Hearing people feel about Deaf Teachers teaching Deaf children?

Interpreters: Should Interpreters have roles when interpreting during emergencies and non emergencies situations? Where do you draw the line between Interpreters and Clients? What kind of qualifications should interpreters have before becoming an interpreter?

Audism: Why do Deaf people become discriminated against their handicap? Should Deaf people have more benefits when keeping a job?

Residential vs Mainstream: What would be best for a Deaf child to be placed in to get an education? Is it better to place the child at a residential school or at a regular school where they provide the child to be mainstreamed with an interpreter?

Deaf Schools Shut Down?: Should all the Deaf schools be shut down? What will an alternate be?

There's so much more if you google some other topics, you will be amazed with how many issues there are in the community. You may choose one of the above or select a different topic of your choice. The choice is yours. Please be prepared to submit your Final Draft on \_\_\_\_\_.

You should be prepared to have your debate ready on the day of your Midterm.

ASL 3

SOL 3.7 Making Connections through Language

### Guidelines and Grading SOL 3.7

Guess what students; this is your opportunity to become a teacher!!! Yay!!!! You will have a choice of subject you want to teach during the week of \_\_\_\_\_. Here are the following subjects to choose from:

Language Arts  
Science  
History  
Social Science  
Mathematics  
Physical Education  
Health  
Art

Once you have selected your choice of subject, you may begin the process of preparing your lesson plan, activities, assessment, and teaching style. You can teach for 15 minutes on a subject. Please narrow your subject to a subtopic. For example, if you choose to do science, you can teach something about weather. You will be giving 1 week to work on this assignment. You will also need to have supplies for this lesson as well. I would like to see some materials and worksheets for this assignments. If you need help, please ask!!!!

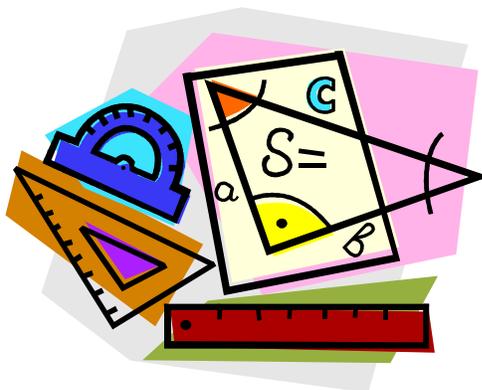
How will you be graded on this??? Good question!!! Hmmmm..... This will count as classwork activity, homework, and test. The classwork activity is how much you have prepared for your final teaching assignment. The homework is the same as the classwork except for what you have prepared to bring from home. I suggest you to spend all the time you have preparing this week on this project. Don't wait until the very last minute to do everything. It takes a lot of planning to become a good teacher, just like me!!!! And finally, the presentation and the materials will be counted as your test grade. Of course, this must be done in American Sign Language. Each grade is worth 100 points.

Remember, if you ever have any questions or need help, I'm always here for you!

Good luck and I look forward to retiring from teaching for a few days!!!!



# THIRD NINE WEEKS



**PACING GUIDE  
THIRD NINE WEEKS**

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|   |   |             |
|---|---|-------------|
| 16- Describing and Identifying Things         | <b>ASL 3.2, 3.5, 3.9</b>                          | <b>8-10</b> |
| 17-Talking About the Weekend                  | <b>ASL 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9</b> | <b>8-10</b> |
| Birds of a Different Feather<br>Ch 1-The Eggs | <b>ASL 3.1, 3.2, 3.3, 3.6, 3.8, 3.9</b>           | <b>2-3</b>  |

**Course:** ASL III

**Standards of Learning:** 3.1, 3.3

**Marking Period:** 3<sup>rd</sup>

**Sample Prompt**

**Directions:** After Chapter 17, Talking About the Weekend, students will write an essay about a visiting family member or friend and how they will tour the area.

**Prompt:** When \_\_\_\_\_ came to visit, we went.....

Writing will be assessed using this rubric:

**Story Writing : Essays, Reactions, Compare/Contrast**

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

| CATEGORY                | 4   | 3   | 2   | 1   |
|-------------------------|---|---|---|---|
| Focus on Assigned Topic | The entire story is related to the assigned topic and allows the reader to understand much more about the topic.  | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic.         |
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|          |  |   |   |  |
|----------|--|---|---|--|
| Neatness | The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it. | The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it. | The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry. | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. |
|          |  |   |   |  |

## KEY CONCEPTS:

### Unit 16 – Describing and Identifying Things

Activities: Using Classifiers to Describe Things. Using the shapes and nm (nonmanuals) on page 89 and 90, each student will use each of the shapes to create a structure to present. Each student will take turns presenting their structure while the other students draw the structure and compare their drawing with the presenting student's drawing. Remember to make your shapes different sizes so you can use your nm.

### General Sequence for Describing objects:

Describing objects that are not fixed:

1. Name of the object and/or tell what material it's made of.
2. Tell the color of the object or its parts
3. Use a DCL to establish the basic shape and size. Use NMN behaviors to emphasize an unusual size or contrast similar objects of different sizes.
4. Using the basic shape as a reference point, use other DCSs to describe distinctive features, attachments, or designs.
5. Use ICLs to indicate how the object or its attachments are handled or used.

Activities: Describing Fixed Objects  
Fill in the blanks

1. If the object is columnar and standing upright on the floor or ground, you should describe the basic shape from \_\_\_\_\_ to \_\_\_\_\_. Then you should add the \_\_\_\_\_. Name one object you would describe this way.  
\_\_\_\_\_.
2. If the object is bulky and standing on the floor or ground, you should describe the basic shape from \_\_\_\_\_ to \_\_\_\_\_. Then add the \_\_\_\_\_. When describing a refrigerator the \_\_\_\_\_ handshape should be used. Name other object you would describe this way.  
\_\_\_\_\_.
3. If the object is columnar and hanging from the ceiling, you should describe the object from the \_\_\_\_\_. A pull cord is an added \_\_\_\_\_. Name an object you would describe this way that does not turn on. \_\_\_\_\_.

Determining Perspectives:

1. If you are standing in front of an object that has a definite \_\_\_\_\_ or \_\_\_\_\_, you should describe it from the front. Name two objects which you would describe this way \_\_\_\_\_ and \_\_\_\_\_.
2. If the object doesn't have a definite front or back, you describe with using a \_\_\_\_\_ space. Name two objects which you would describe this way \_\_\_\_\_ and \_\_\_\_\_.
3. A telescope and megaphone are used from the \_\_\_\_\_, therefore you describe these objects from the \_\_\_\_\_. Name other object that you would describe this way \_\_\_\_\_.
4. To describe how to use a recliner, you would describe the recliner in a \_\_\_\_\_ position. Name two other objects which you would describe this way \_\_\_\_\_ and \_\_\_\_\_.
5. If someone is wearing a military uniform and you need to describe it to someone else, you would describe it as if it in on \_\_\_\_\_. Name three other objects you would describe in the same way \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Activities: General Sequences for Describing Objects. The students will practice describing objects in the classroom using pages 91-92. Then the students will go to the library and describe objects in the correct sequence without using the book

## Money Number signs

Activities: The teacher will set up 4 to 5 stores by dividing the pictures of different objects in which the students can buy. The students will be given \$50.00 on a credit card to buy the different items. The students must ask the store keeper how much the items are and then decide to buy the item or not. The students are to keep track of the costs of each item and how much they have left. They are to use as much of the \$50.00 as they can. (alternate activity-each student will bring in a snack in which they will be able to sell. The rest of the activity remains the same.)

## Unit 17 – Talking about weekends

### Transitions:

Activities: Fill in the blanks.

Signers make transitions from one part of the day to the next using \_\_\_\_\_ signs. An example is “last night” or Saturday Morning. The non-manual behaviors accompany the transitional time signs is a slight \_\_\_\_\_ and \_\_\_\_\_ nod that the \_\_\_\_\_ of part one, and raised eyebrows mark the \_\_\_\_\_ of the next part.

### Continuity

Activities: .

(1) fill in the blanks

All the time in an entire signed narrative tends to be accounted for, which creates a sense of \_\_\_\_\_. Write down 4 time signs that will show the narrative continuing.

- 1.
- 2.
- 3.
- 4.

(2) Describe the way a verb is signed to show a continuous action.

(3) The third way to show continuity is to the beginning and end or coming and going. Write two three sentence continuity using the signs on page 119.

## **Beginning Conversations**

Activities: After watching the video, write a conversation of your own focusing on bringing up the subject and then adding the information. Then present the conversation. Remember to use nmn and role shift.

## **Weekend plans**

Activities: A friend who lives in another state is coming to visit you Friday morning through Sunday evening. Write a summary of what happened over the weekend-using continuity time signs. Present. Next write how one of your plans was disrupted and what happened instead. Present.

## **Fingerspelling practice:**

Activities: Descriptive A Game show: Students will be placed in 3 or 4 groups of 5 (or whatever will work according to number of students) Each student will be given a number to wear so the students can write down the number of the person who fingerspelled the word. Each student will receive a list of words in which to place the number of the student who fingerspelled the word. Each group will fingerspell their words. At the end of the game, the group with the most correct will be the winners.

## **3<sup>rd</sup> 9 week Review**

### **Unit 16 – Describing and Identifying Things**

Activity: You are having a dinner party. Write a menu using the food signs in chapter 16. It must be a four course meal, appetizers, soup and salad, main course, and dessert. Then you will present it.

Activity: The students will bring in a picture of a room in a house. They will use the signs in chapter 16 to describe the furniture and décor of the room.

### **Unit 17 – Talking about weekends**

Situations- Each group will create a dialogue/skit based on situations

- First Group

- Windy
- Paper plates and cups
- Cups being blown away
- ◎ Second Group
  - Sting
  - Can't breathe
  - Swollen
  - Bring to hospital
- ◎ Third Group
  - Dead bolt broke
  - Insert key in lock
  - All windows locked
- ◎ Fourth Group
  - Warn light came on
  - Smell burn
  - Water steam
  - Water gushes out of radiator
  - tow
- ◎ Fifth Group
  - Phone disconnect
  - Mother/Father show up Surprise

### Outline Chapter 1

Mama and Papa \_\_\_\_\_ are anxiously awaiting the hatching of their \_\_\_\_\_ eggs. Three “normal” eaglets hatch and the \_\_\_\_\_ are thrilled. They await the arrival of their \_\_\_\_\_ eaglet. Their excitement turns into \_\_\_\_\_ and \_\_\_\_\_ as the fourth baby bird emerges with a \_\_\_\_\_ - \_\_\_\_\_, and not a normal, curved, eagle-like beak. The stunned \_\_\_\_\_ summon the doctor, who confirms their suspicions: the \_\_\_\_\_ baby bird is too \_\_\_\_\_ to undergo treatment, but the parents should visit him again in \_\_\_\_\_ months. When the \_\_\_\_\_, leaves, the parents blame \_\_\_\_\_ for causing the deformity. They resolve their argument by \_\_\_\_\_ that they have \_\_\_\_\_ other normal eaglets.

### Paragraph

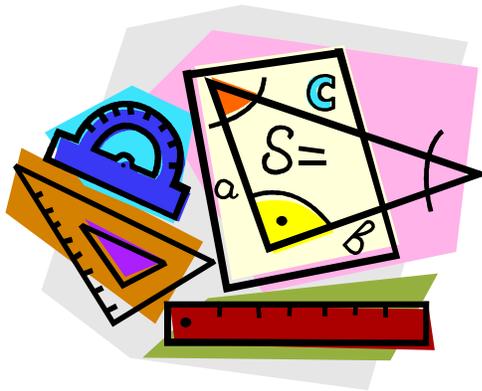
Curved-beak eagles represent hearing people and people with power. For example, the eagle doctor represents someone with power. What does Straight Beak represent and how does it parallel with of that group and their experiences?

### Anecdotal

A deaf couple was pretty sure that their baby was deaf. They conducted the standard home-tests, like clapping behind the baby, etc. Although the baby did not seem to respond to the various noises, the parents were not grief-stricken. They assumed the deafness was hereditary. Anyway, they took the baby for a formal hearing test, where the doctor “apologetically” informed them that their baby was indeed deaf. The parents smiled at each other and then thanked the doctor. The doctor stared and asked if he could help answer questions or provide information, but the deaf couple was just content to know their child was like them-deaf.

Question: Why was the doctor confused about the deaf couple reaction? Why were the deaf couple content?

# FOURTH NINE WEEKS



**PACING GUIDE  
FOURTH NINE WEEKS**

|  |  |                                       |
|--|--|---------------------------------------|
| Ch 2-Search for a Cure   | <b>ASL 3.1, 3.2, 3.3, 3.6, 3.8, 3.9</b>        | <b>2-3</b>                            |
| Ch 3-The School Years  | <b>ASL 3.1, 3.2, 3.3, 3.6, 3.8, 3.9</b>        | <b>2-3</b>                            |
| Ch 4-Vocational Training   | <b>ASL 3.1, 3.2, 3.3, 3.6, 3.8, 3.9</b>        | <b>2-3</b>                            |
| Ch 5-Out in the World  | <b>ASL 3.1, 3.2, 3.3, 3.6, 3.8, 3.9</b>        | <b>2-3</b>                            |
| Ch 6-The Bird World  | <b>ASL 3.1, 3.2, 3.3, 3.6, 3.8, 3.9</b>        | <b>2-3</b>                            |
| Ch 7-Return to the Eagle World                                     | <b>ASL 3.1, 3.2, 3.3, 3.6, 3.8, 3.9</b>        | <b>2-3</b>                            |
| Ch 8-The Operation   | <b>ASL 3.1, 3.2, 3.3, 3.6, 3.8, 3.9</b>        | <b>2-3</b>                            |
| Ch 9-The Flight  | <b>ASL 3.1, 3.2, 3.3, 3.6, 3.8, 3.9</b>        | <b>2-3</b>                            |
| Signed Debate including<br>Research Paper/Song/Teaching<br>a class | <b>ASL 3.5, 3.7, 3.9</b>                       | <b>6-7</b>                            |
| Final Review/ Makeup Work  |  | <b>6-7</b>                            |
| Current events and Grammar   | <b>ASL<br/>3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8</b> | <b>Throughout the entire<br/>year</b> |
| Participate in 2 Silent Dinners                                    | <b>ASL 3.10</b>                                | <b>2 during the school year</b>       |

**Course:** ASL III

**Standards of Learning:** 3.6, 3.7, 3.10

**Marking Period:** 4<sup>th</sup>

**Sample Prompt**

**Directions:** After successfully attending a Silent Dinner, students will write their reaction to communicating with deaf people in a “real” world atmosphere.

|  |
|--|
| <b>Prompt:</b> After attending the Silent Dinner, I realized.....because.... |
|--|

**Writing will be assessed using this rubric:**

**Story Writing : Essays, Reactions, Compare/Contrast**

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

| CATEGORY                | 4   | 3   | 2   | 1   |
|-------------------------|---|---|---|---|
| Focus on Assigned Topic | The entire story is related to the assigned topic and allows the reader to understand much more about the topic.  | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic.         |
| Introduction            | First paragraph has a "grabber" or catchy beginning.  | First paragraph has a weak "grabber".   | A catchy beginning was attempted but was confusing rather than catchy.                                | No attempt was made to catch the reader's attention in the first paragraph. |
| Organization            | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.  | The story is a little hard to follow. The transitions are sometimes not clear.                        | Ideas and scenes seem to be randomly arranged.                              |
| Requirements            | All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met.                     | Almost all (about 90%) the written requirements were met.   | Most (about 75%) of the written requirements were met, but several were not.                          | Many requirements were not met.   |

|          |  |   |   |  |
|----------|--|---|---|--|
| Neatness | The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it. | The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it. | The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry. | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. |
|          |  |   |   |  |

## KEY CONCEPTS:

### Chapter 2 – Search for a cure

#### Birds of a Different Feather: Chapter 2 Outline

Rather than wait \_\_\_\_\_, the parents try to find a cure for their deformed eaglet on their own. They read in the Enquirer about a \_\_\_\_\_ who can cure deformed and crippled birds. They bring Straight Beak to the \_\_\_\_\_ who tried to heal him in the church by \_\_\_\_\_. When all his efforts fail, the \_\_\_\_\_ tells the family to \_\_\_\_\_ so that Straight Beak will heal. Next, the family takes Straight Beak to a \_\_\_\_\_. The \_\_\_\_\_ concocts \_\_\_\_\_ and performs a ritual dance that is supposed to cure Straight Beak, but it does not work. The \_\_\_\_\_ says that they should take the potion home and feed it to Straight Beak \_\_\_\_\_ a day.

That does not work either. Finally after \_\_\_\_\_, they bring Straight Beak back to the doctor who diagnosed him. The doctor reexamines Straight Beak and tells them their only option \_\_\_\_\_. However the \_\_\_\_\_ is costly and they are unable to find someone to perform the operation at a reduced rate. The parents' last visit is to an \_\_\_\_\_ who explains there is another option: a special \_\_\_\_\_ that turns straight-beaked birds into eagles. The parents are ecstatic over this option.

**Paragraph**

Explain why Mama and Paper try to fix Straight Beak and how does this translate into real life?

## Chapter 3 – The school years

### Outline Chapter 3

Up arriving at the \_\_\_\_\_ school, Straight \_\_\_\_\_ and his \_\_\_\_\_ meet with the principal, a highly trained specialist in straight-beak education. He explains the school's \_\_\_\_\_ to them. The \_\_\_\_\_ explains that if the straight-beaked birds \_\_\_\_\_ hard enough and \_\_\_\_\_ long enough, they will indeed become \_\_\_\_\_, curved-beak \_\_\_\_\_. Straight Beak joins a \_\_\_\_\_ where they practice \_\_\_\_\_ - \_\_\_\_\_ and \_\_\_\_\_ - \_\_\_\_\_ exercises based on the principle that, since they are \_\_\_\_\_ and flexible, it will be easy to change their \_\_\_\_\_ into curved beaks and their \_\_\_\_\_ into strong wings. Straight Beak is left at the school and his \_\_\_\_\_ goes back home. Upon entering high school, the \_\_\_\_\_ has the class write down their \_\_\_\_\_ aspirations. When the teacher reads that most of the class aspires to be \_\_\_\_\_, he becomes \_\_\_\_\_ and \_\_\_\_\_ them out! The teacher explains that the \_\_\_\_\_ are eagles and beyond those \_\_\_\_\_ - \_\_\_\_\_ goals. He says they must all \_\_\_\_\_ to become \_\_\_\_\_ like all \_\_\_\_\_.

Paragraph:

What do singing and eating berries symbolize in terms of deaf experience?

## Chapter 4 – Vocational Training

### Outline chapter 4

The students go to \_\_\_\_\_ to learn how to \_\_\_\_\_. They are taught several important steps to succeed in \_\_\_\_\_. First, they learn the \_\_\_\_\_-\_\_\_\_\_, to zero in on the \_\_\_\_\_. Also they learn advanced \_\_\_\_\_ skills. After these steps are mastered, the \_\_\_\_\_ are taught to \_\_\_\_\_ by throwing their \_\_\_\_\_ back and diving towards the target. The birds are then taught to right themselves in order to grab hold of the target and \_\_\_\_\_ it off. Although the \_\_\_\_\_ steps are not fully mastered, the teacher \_\_\_\_\_ the class in their \_\_\_\_\_. After much hard work and \_\_\_\_\_, graduation day finally arrives. The students and their \_\_\_\_\_ were so \_\_\_\_\_ that no one noticed they were all still \_\_\_\_\_-\_\_\_\_\_.

Paragraph-

By the end of the first part of the story, has there been a resolution to the original problem faced by the parents: has Straight beak been cured? Why or Why not?

## Chapter 5 – Out in the World

### Outline Chapter 5

When \_\_\_\_\_ arrives home with his family, they look at his \_\_\_\_\_ and notice that his specialization was \_\_\_\_\_. They make \_\_\_\_\_ to go hunting the \_\_\_\_\_ morning. At \_\_\_\_\_ a.m. , Straight Beak joins his \_\_\_\_\_ and three burly eagle \_\_\_\_\_ to go hunting. When the first target, a \_\_\_\_\_, is spotted, the family gives \_\_\_\_\_ Beak the honors. Straight Beak applies all that he has \_\_\_\_\_ in \_\_\_\_\_ (the head tilted, the dive, and finally, righting himself in order to clamp down on the rabbit). The \_\_\_\_\_ feels something on his back and tries to swat the annoyance away. Straight Beak, unable to \_\_\_\_\_ off the rabbit because of its \_\_\_\_\_, tries to convince the rabbit to \_\_\_\_\_ with \_\_\_\_\_ voluntarily. The rabbit offers Straight Beak his \_\_\_\_\_ which Straight Beak carries off to his \_\_\_\_\_. At that moment, the \_\_\_\_\_ realizes that his \_\_\_\_\_ is not \_\_\_\_\_. The family returns \_\_\_\_\_. Papa eagle explains what happened to \_\_\_\_\_ and expresses \_\_\_\_\_ that someone would have to take care of Straight Beak for the rest of his life. The \_\_\_\_\_ ask the \_\_\_\_\_ if they would be willing to take care of their bird \_\_\_\_\_ when the parents \_\_\_\_\_. The brothers \_\_\_\_\_. Thus Straight Beak's future is dictated by the rest of the family while Straight beak unknowingly \_\_\_\_\_ and \_\_\_\_\_ television in another \_\_\_\_\_.

Paragraph:

Why did the parents ask their three older sons to look after Straight Beak if they should die? What does that mean for Straight Beak? Did they think Straight Beak was capable of surviving in the Eagle world?

## **Chapter 6 – The Bird World**

One day Papa Eagle makes the announcement that he has found a new home for the family.

The home is far away, with lots of animals and plenty of \_\_\_\_\_. The \_\_\_\_\_ sends off their belongings in a storage truck and begins their \_\_\_\_\_ to their new home. As they are flying, \_\_\_\_\_ falls further and further \_\_\_\_\_ because it takes ten of his \_\_\_\_\_ flaps

to travel the same distance as one curved-beak \_\_\_\_\_ wing flap. He becomes \_\_\_\_\_ and is unable to notify his family of his condition. Straight Beak looks for a place to \_\_\_\_\_ and can only see the forbidden \_\_\_\_\_ below. He lands on a \_\_\_\_\_ branch in the valley and hears a bird \_\_\_\_\_ on the other side of the tree. Straight Beak acts \_\_\_\_\_ by this sound, since he was taught to think this way in \_\_\_\_\_. Straight Beak confronts the singing bird about his singing, but then Straight Beak is reluctantly challenged into trying to \_\_\_\_\_ himself. Straight Beak begins to sing and for the first time in his life he feels free to be \_\_\_\_\_. He is so grateful to the singing bird that he offers to find \_\_\_\_\_ for him. Once again, his hunting techniques fail and the squirrel gets away. The singing bird introduces \_\_\_\_\_ to Straight Beak, and once again Straight Beak is appalled. After hesitating for a moment, Straight Beak \_\_\_\_\_ and then devours all the \_\_\_\_\_ he can eat. He has a wonderful afternoon mingling in the \_\_\_\_\_ with his new-found friends.

Eating berries symbolizes the cultural socialization for deaf people. Thinking about how it relates to deafness answer the following questions What does the valley symbolize? What does the singing symbolize? Why is Straight Beak now free to express himself?

## Chapter 7 – Return the Eagle World

Suddenly an \_\_\_\_\_ is spotted flying overhead. All the \_\_\_\_\_ run for cover except for \_\_\_\_\_, who welcomes his \_\_\_\_\_. Mama Eagle bawls him out for \_\_\_\_\_ and being in the forbidden valley, and they \_\_\_\_\_ home together. At home, Straight Beak is \_\_\_\_\_ and sent to his \_\_\_\_\_. While eating \_\_\_\_\_, the family hears a strange \_\_\_\_\_ coming from Straight Beak's room. \_\_\_\_\_ enters the room and finds Straight Beak \_\_\_\_\_! Papa Eagle is outraged. He forbids Straight Beak to sing like a low-life \_\_\_\_\_ and reminds him that he must always act like an \_\_\_\_\_. After time and constant immersion in the \_\_\_\_\_ world, Straight Beak eventually assimilates back into the eagle \_\_\_\_\_.

How do you think that Straight Beak feels being forced back into the eagle world? Is this fair to him? Why or why not? Has his family accepted him for his differences from them? Based on the story, how do you know this? Give specific examples.

## Chapter 8 – The Operation

One day Mama and Papa \_\_\_\_\_ arrive home with \_\_\_\_\_ news. They have found a \_\_\_\_\_ who can perform an operation on Straight Beak's \_\_\_\_\_ to make it eagle-like. With coaxing from his \_\_\_\_\_, Straight Beak agrees to undergo the \_\_\_\_\_ so that he can be "\_\_\_\_\_". When Straight Beak \_\_\_\_\_ after the operation, he finds his beak bandaged and his family standing around his \_\_\_\_\_, teary-eyed. The doctor \_\_\_\_\_ his beak and the family is \_\_\_\_\_ to see that he now has a typical \_\_\_\_\_.

A \_\_\_\_\_ is thrown in celebration of Straight Beak's new look. There are \_\_\_\_\_ at the party exclaiming how wonderful he \_\_\_\_\_, but Straight Beak overhears some kids \_\_\_\_\_ him and calling him a \_\_\_\_\_. Mama Eagle encourages him to ignore the \_\_\_\_\_, but Straight Beak cannot help but wonder about his \_\_\_\_\_ now. Mama Eagle asks if he wants some roasted \_\_\_\_\_, but he can only think of the delicious \_\_\_\_\_ he enjoyed back in the valley. Straight Beak declines the offer and decides that he needs some \_\_\_\_\_ instead.

This section implies that they still do not accept Straight Beak for who he is. What do they base Straight Beak's happiness on? Do they seem to care about SB's feelings? Why or why not? Do you think that the kids or adults were telling the truth about SB's appearance? What does being compare to a parrot suggest?

## Chapter 9 – The Flight

The next \_\_\_\_\_ Straight Beak awakens with a craving for the delicious berries, so he tells \_\_\_\_\_ that he is going out for a while and sneaks back to the forbidden \_\_\_\_\_. When the valley \_\_\_\_\_ see SB's beak, they question him about it. Not wanting to boast now that he is part of the superior \_\_\_\_\_ world, he \_\_\_\_\_ and tells them he flew into a \_\_\_\_\_. The valley birds express their sympathy and \_\_\_\_\_ him to join in the choir. The conductor detects some \_\_\_\_\_ noises, and after testing the \_\_\_\_\_ individually, he determines that the noises are coming from \_\_\_\_\_ and his new eagle beak. Straight Beak is \_\_\_\_\_ from the choir and disappointedly sits and hums to himself. Later, the \_\_\_\_\_ go for \_\_\_\_\_ and SB is once again disappointed as he realizes that he cannot grab and \_\_\_\_\_ berries with his new curved eagle beak. He \_\_\_\_\_ the birds singing and eating berries, and looks back to the \_\_\_\_\_ world and then

into the sunset. He flies off into the sunset, realizing that he does not belong in \_\_\_\_\_ world.

Now that SB has been changed, can it be reversed? Can cochlear implants be reversed? Why or why not? Where does he belong now? Where do the deaf children who are given a cochlear implant belong after the surgery? Do they feel like anyone at that point? Why or why not?

## American Sign Language 3 Research and Debate

Students- You will be researching on one common debate issue that is addressed in the Deaf community and present a debate in class involving other students. Please prepare a 5 paragraph page on your research using 3 supporting facts about the topic. Some suggestions are what are the pros and cons about the topic, why is it an issue, what are some solutions, and etc.... We will be attending 2 days of computer labs. You may use your time during the computer lab days or at home. You will have 2 weeks to plan and implement your research and prepare a debate in class on the day of your midterm. Each person will need to prepare a debate that last 10 to 12 minutes each. Your debate can include a power point presentation, posters, drawings, modals, or any visual presentations that is presentable for other students to see.

Cochlear Implants: Is it good for Deaf people to have one? Why are Deaf people against it? What is the view point from doctor's, hearing parents, and deaf people in the community? Compare and contrast cochlear implants to the story from Birds of Different Feathers.

Teaching a class  
ASL 3  
SOL 3.7 Making Connections through Language

### Guidelines and Grading SOL 3.7

Guess what students; this is your opportunity to become a teacher!!! Yay!!!! You will have a choice of subject you want to teach. Here are the following subjects to choose from:

List A:

Language Arts  
Story  
Science  
History  
Social Science  
Mathematics  
Physical Education  
Health  
Art

List B:

Classifiers/HandShape  
  
Sentence Types  
Negations  
Role Shifting  
Fingerspelling/Numbers  
Rhetorical  
Conditionals  
Spatial Referencing

Once you have selected your choice of subject, you may begin the process of preparing your lesson plan, activities, assessment, and teaching style. You can teach for 15 minutes on a subject. Please narrow your subject to a subtopic. For example, if you choose to do science, you can teach something about weather. You will be giving 1 week to work on this assignment. You will also need to have supplies for this lesson as

well. I would like to see some materials and worksheets for these assignments. If you need help, please ask!!!!

## REFERENCES

## *Helpful Sites*