

American Sign Language 1B

Subject Group Overview

Unit title	Key concept	Related Concept(s)	Global context & Exploration	Statement of inquiry	MYP subject specific objectives and strands	Content (topics, knowledge, skills)
Welcome Week (Week 1- 7 days from start)	None needed	None needed	None needed	None needed	None needed	<ul style="list-style-type: none"> • Learners will complete and submit their Canvas orientation credentials. • Learners will read the syllabus and complete the syllabus survey with 100% accuracy. • Learners will enroll in the Live Lesson and Walk-In Assistance. • Learners will read the Scheduling/Calendar Etiquette content and complete the survey with 100% accuracy. • Learners will watch the Welcome Contact video, schedule and complete their Welcome Contact and complete the Post-Welcome Contact survey with 100% accuracy. • Learners will complete and submit their Virtual Learning Lab forms.

<p>Signs of Learning- Module 2 (Weeks 2-5, 21 days)</p>	<p>Communication</p>	<p>Patterns Structure</p>	<p>Orientation in Time and Space</p> <p>Civilizations and social histories</p>	<p>Communication styles have distinct patterns and structure that can affect civilizations and social histories.</p>	<p>A, B, C, D: All strands</p>	<ol style="list-style-type: none"> 1. Learners will view and copy and create a monologue following the sign language model using new vocabulary for Going to the Movies, such as: <ul style="list-style-type: none"> People: FRIEND, FAMILY, PEOPLE Things: MOVIE, TICKET, POPCORN, CANDY, LINE Places: THEATER Actions: WATCH, DRINK, EAT, ENJOY, TURN-ON-LIGHT, TURN-OFF-LIGHT, DIM-LIGHT Descriptions: LIGHT, DARK, HORROR/SCARY, FUNNY/COMEDY, DRAMA, ACTION, INSPIRING, SAD, HAPPY, Others: TOGETHER 2. Learners will evaluate and explain the concept of Code Switching by watching a video and then modeling in a monologue. 3. Learners will compare and contrast the different ways Deaf people and hearing people give feedback by
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						<p>evaluating and translating an ASL comic strip.</p> <p>4. Learners will list the historical steps of how ASL was started in the US after reading about William Stokoe</p> <p>5. Learners will create a monologue after practicing and coping the sign language model using new vocabulary for Going to the Library, such as:</p> <p>People: LIBRARIAN, ASSISTANT</p> <p>Things: BOOK, MAGAZINE, DVD, COMPUTER, PRINTER, HOMEWORK, RESEARCH, GROUP-MEETING</p> <p>Places: LIBRARY</p> <p>Actions: STUDY, READ, LOOK-UP, PRINT, OPEN-BOOK, CLOSE-BOOK, MEET, SEARCH/LOOK-FOR</p> <p>Descriptions: QUIET, LOUD, TIRED, SLEEPY, INTERESTING, BORED/BORING</p> <p>6. Learners will research and discuss how ATT is including the Deaf community in enjoying</p>
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						<p>music.</p> <ol style="list-style-type: none"> 7. Learners will evaluate the rich history of Deaf people dancing at Gallaudet 8. University and highlight the importance of including Deaf people in dance. 9. Learners will compare and contrast global Deaf communities to ASL communities. 10. Learners will design a formative assessment SOCK project reflecting module material. 11. Learners will video chat with their instructor. 12. Learners will take the summative comprehensive check.
<p>Signs of Learning, Module 3 (Weeks 6-9, 21 days)</p>	<p>Perspective</p>	<p>Audience Context</p>	<p>Personal and Cultural Expression</p> <p>Languages and linguistic systems</p>	<p>Perspectives can change depending on the audience and how context is construed allowing for unique expressions of language.</p>	<p>A, B, C, D: all strands</p>	<ol style="list-style-type: none"> 1. Learners will produce a signed monologue including vocabulary about Eating Lunch in a Cafeteria, such as: <p>People: FRIEND</p> <p>Things: LUNCH, SANDWICH, SALAD, VEGETABLE, FRUIT, MEAT, DESSERT, MILK, CHOCOLATE MILK</p> <p>Places: CAFETERIA, HALLWAY</p> <p>Actions: EAT, TALK, SOCIALIZE,</p>

						<p>COOK</p> <p>Descriptions: DELICIOUS, SO-SO, LOUSY, HOT, COLD, LOUD, QUIET</p> <p>2. Learners will evaluate what it's like to spend A Day in the Life of a Deaf person by watching a movie and participating in a discussion/collaboration.</p> <p>3. Learners will read about the Rubella Epidemic of the 1960s and discuss the consequences of the German measles while explaining why so many deaf babies were born.</p> <p>4. Learners will compare new older Deaf icons to new Deaf leaders by researching the Deaf Community's newest Deaf icon, Nyle DeMarco.</p> <p>5. Learners will differentiate between myths and facts that surround the Deaf Community with regard to teaching speech over sign language (oralism vs total communication).</p> <p>6. Learners will participate in SignSchool lessons by following the prompts</p> <p>7. Learners will compare and contrast global signs to ASL</p>
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						<p>signs.</p> <p>8. Learners will design a formative assessment SOCK/Cornell Notes project reflecting module material.</p> <p>9. Learners will video chat with their instructor.</p> <p>10. Learners will take the summative comprehensive check.</p>
<p>Signs of Learning-Module 4 (Weeks 10-13, 21 days)</p>	<p>Communication</p>	<p>Message Patterns</p>	<p>Identities and Relationships</p>	<p>Understanding a variety of communication patterns that form unique messages help shape interpersonal relationships.</p>	<p>A, B, C, D: All strands</p>	<p>1. Learners will practice Friends and Community signs by watching and copying the sign model and produce signed monologues using the new vocabulary:</p> <p>People: FRIEND, GOOD-FRIEND, BEST-FRIEND, NEIGHBOR, AMERICANS</p> <p>Things: ACTIVITY, GROUP, TEAM, INDIVIDUAL, ASSEMBLY, PARTY, FOOTBALL</p> <p>Places: SCHOOL, HIGH-SCHOOL, NEIGHBORHOOD, GYM, CHURCH, SYNAGOGUE, MOSQUE, TEMPLE, MALL, NYC, ISLAND</p> <p>Actions: MEET, KNOW, INTRODUCE, TEXT, EMAIL, CALL, VISIT, SHARE, LIKE, DISLIKE, WANT, DON'T-WANT,</p>

						<p>KNOW, DON'T-KNOW</p> <p>Descriptions: GOOD, BAD, NEW, OLD, FRIENDLY</p> <p>Others: SINCE</p> <p>2. Learners will produce signed monologues about socializing by watching and copying the sign model:</p> <p>People: BOYFRIEND, GIRLFRIEND, SWEETHEART/COUPLE,</p> <p>Things: PHONE NUMBER, EMAIL ADDRESS, LOVE, HEART, VALENTINE'S DAY</p> <p>Places: MOVIE, RESTAURANT, PARK, BEACH</p> <p>Actions: DATE, GO-STEADY, TOGETHER, FALL-IN-LOVE, GET-ENGAGED, GET-MARRIED, BREAK-UP, DIVORCE</p> <p>Descriptions: HAPPY, SAD, HEARTBROKEN, EXCITED, SURPRISED</p> <p>3. Learners will review basic structure principles by producing glossed sentences</p> <p>4. Learners will list numeric incorporation signs by signing US-FIVE, THREE-DAYS, TWO-</p>
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						<p>WEEKS</p> <p>5. Learners will participate in SignSchool lessons by following the prompts.</p> <p>6. Learners will improvise and infer what it's like to spend a day as a Deaf person.</p> <p>7. Learners will demonstrate the importance of interpreters in the Deaf community.</p> <p>8. Learners will differentiate between mainstreamed and Deaf education</p> <p>9. Learners will explain why learning sign language is important to Deaf community members.</p> <p>10. Learners will evaluate the ethics involved in having interpreters translate for athletes.</p> <p>11. Design a formative assessment SOCK/Cornell Notes project reflecting module material.</p> <p>12. Video chat with your instructor.</p> <p>13. Take the summative comprehensive check.</p>
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ASL 1B

<p>Signs of Learning Module 5 (Weeks 14-18, 28 hours)</p>	<p>Culture</p>	<p>Audience Message</p>	<p>Fairness and development Difference and inclusion</p>	<p>Culture is shaped by a civilization's population (audience) and the message of inclusion of diverse cultures.</p>	<p>A, B, C, D: all strands</p>	<ol style="list-style-type: none"> 1. Learners will practice how to sign food signs by creating a monologue 2. Learners will show character development by role shifting in a monologue and describe its role in ASL. 3. Learners will discuss and differentiate Deaf and Hearing culture rituals 4. Learners will summarize ideas about the work put forth to preserve ASL over the years and how to preserve it for the future. 5. Learners will practice creating a weather map and regional temperature differences. 6. Learners will compare and contrast global Deaf communities and ASL 7. Learners will demonstrate the importance of Closed Captioning 8. Learners will differentiate between coinage and change by signing a Shel Silverstein poem 9. Learners will explain the
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ASL 1B

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