

Daily syllabus for semester 2:

Day 91:

Do the **Intro to Africa** activity on the first page of the semester 2 teacher's manual. I also have my students choose a song, translate it into ASL and then present it at the end of the semester as part of their final. I use part of this day to tell them about it. (I have to approve the lyrics first: no inappropriate language or content, no songs that have too much slang or metaphors that will be difficult to translate into ASL, etc.)

Day 92:

Have students teach **vocabulary 4a** using the animal cards mentioned on p. 1 of the teacher's manual, then teach the remaining words and assign the **voc. 4a homework**.

Day 93:

Practice voc. 4a with audio. Show the "**Patrick Speaks**" video then project the questions for them to answer. (**Patrick Speaks Questions**) (p. 2 of teacher's manual). Have them share answers with partner then end with a class discussion. Assign "**Patrick Speaks Update 10 Weeks Later**" with **PSU questions** for homework. (student module) They need to write their answers on a separate piece of paper and turn in the next day. If time, I have them start looking for lyrics for their song.

Day 94:

Practice voc. 4a with audio. Do the first half of the **Taking on characteristics activity** on p.2 of the teacher's manual. Have students view the first clip of **Andrew Foster Life and Legacy** up to 1:35. It's best if students have laptops to view at their own pace. I project the **Andrew Foster part A questions** (student module) at the front of the class so that they can see the questions as they view the clip. They can pause and rewind as often as needed. Have them continue looking for lyrics for their song.

Day 95:

Practice voc. 4a with audio. Explain about fables (see Teacher's Manual p. 2), have the list of **fable cards** printed out and then spread them out on a table and have students choose a fable and pair up or get into groups depending on the number needed for their fable. Give them time to brainstorm about possible ways to turn this fable into a skit. Have them start writing out their skit in ASL.

Day 96:

Practice voc. 4a with audio. Go over the **answers to the Andrew Foster part A** (p. 3) questions in class. Allow time for them to begin translating their English lyrics for their songs (once you've approved them) into written ASL.

Day 97:

Practice voc. 4a with audio. Do the second half of the **Taking on characteristics activity- animals** on p. 2 of teacher's manual. Allow time to work on their songs. Do the [Andrew Foster part B questions pertaining to clip 1:35-5:15](#). (student module)

Day 98:

Practice voc. 4a with audio. Do a review game in preparation for vocab. quiz tomorrow. Work on writing out and turning-in fable skit. Depending on your class size, you may require their fable skits to be longer (if you have small classes) or shorter (if they are large). Generate a list of vocabulary they will be needing for their fables.

Day 99:

Practice voc. 4a with audio. Give them a few minutes to practice the vocabulary then give **quiz 4a**. (p 6) If there are not that many supplemental words, you may just want to wait to give both quiz 4a and fable vocab. quiz together later.) Teach the supplemental fable vocab. Have them create video for it then assign it for homework.

Pass back their fable skits and give them time to practice signing it.

Day 100:

Practice supplemental fable vocab. Go over the **answers to the Andrew Foster part B questions**. (p. 3) Allow time for them to continue working on translating songs into ASL and practice their skits.

Day 101:

Practice voc 4a and supplemental fable voc. Go over the supplemental voc. homework together in class. Allow them time to practice their fables and help them develop the characteristics of the animal they will be portraying. (Have them practice walking and moving as that animal might) [Assign AF part C](#). (student module)

Day 102:

Practice voc 4a and supplemental fable voc. Give them some time to practice their fable on their own then have them perform for other groups and ask for feedback. They may also want to use props. While the whole class is doing this, you can observe individual groups and give them pointers.

Day 103:

Practice voc 4a and supplemental fable voc. Go over the **answers to Andrew Foster part C**. (p. 3) Have them use half the time to practice their fable and half the time to work on their songs.

Day 104:

Practice voc 4a and supplemental fable voc. Give them one more day to practice their fables before they present tomorrow. [Assign AF part D](#). (student module)

Day 105:

Practice voc 4a and supplemental fable voc. Give them a few minutes to practice then have them present. Use the [20 point eval](#).

Day 106:

Practice voc 4a and supplemental fable voc. Continue presentations. Do a review game with the supplemental voc.

Day 107:

Practice voc 4a and supplemental fable voc. Allow time for them to review then give them the quiz (supplemental fable voc. quiz by itself or combination 4a and supp.). Finish presentations if you haven't already. [Assign AF part D](#). (student module)

Day 108:

Practice voc 4a and supplemental voc. Teach [Voc. 4b](#). And assign [voc. 4b video](#) for homework. If time, pass back the ASL of their song if you haven't already and go around the room helping them with the signs for their songs.

Day 109:

Practice voc. 4b with audio. Show one or more of the [videos](#) on p. 4 of the teacher's manual . Give them time to write down their thoughts on it and then share with a partner then have a discussion as a class.

Day 110:

Practice voc. 4b with audio. Go over the [answers to AF part D](#). Continue helping them with the signs they need for their songs. [Assign Andrew Foster part E](#). (student module)

Day 111:

Practice voc 4b audio. Do the African [animal-picture](#) group-forming activity. Explain about the country project (teacher's manual p. 4) and have them decide as a group which country they want to research. List areas that need to be researched on the board and have them decide in their groups who will be researching which part. If time, allow them to start research on their own.

Day 112:

Practice voc 4b audio. [Go over answers to AF part E](#). (p. 3) Give them class time to continue researching and begin creating a powerpoint on their country.

Day 113:

Practice voc 4b audio. Continue research and creating powerpoint. Give them time to start practicing their songs. (I usually videotape the students at the end of the year when they perform their songs. I like to show the videos of past students performing songs to inspire them

and help them see the difference between someone who flows with the music and has good facial expression and someone who does not.)

Day 114:

Practice voc 4b audio. When they are finished with their slides for the powerpoint presentation, have them start writing out their script in ASL for what they will be signing when they present. Each person is responsible for presenting their part of the research. Continue to make a list of needed vocabulary.

Day 115:

Practice voc 4b audio. Go over **answers to AF part E.** (p. 3) Allow them time to practice as a group.

Teach any new needed vocabulary and have them make video and do for homework.

Day 116:

Practice voc 4b audio and country vocab. Allow them time to practice for their country presentation and/or practice their song. **Assign AF part F.** (student module)

Day 117:

Practice voc 4b audio and country vocab. Give them class time to make any last adjustments to their slides and/or to practice what they will be signing for their presentation.

Day 118:

Practice voc 4b audio and country voc. Give them the first few minutes to practice then have them start presenting as a group signing along with the slides. **Use the 20 pt. Evaluation.** The class should take notes during the presentations so that they can use them later for the country quiz.

Day 119:

Practice voc 4b audio and country voc. **Go over answers to AF part F.** (p. 3) Continue presentations.

Day 120:

Practice voc 4b audio and country voc. Continue presentations. **Assign AF part G.** (student module)

Day 121:

Practice voc. 4b with audio. Finish presentations. Do a review game for voc. 4b.

Day 122:

Practice voc 4b audio and country voc. Allow time to practice vocab with partner. Give **quiz 4b.** Remind them to bring their countries notes to class tomorrow for the country quiz.

Day 123:

Practice voc. 4a, 4b and country voc. Have them take out their notes and give them the **country quiz**. (p. 4) You may want to take some time to discuss the possible class project (Teacher's manual p.5) and decide on what you would like to do as a class to help children in Africa.)

Day 124:

Practice voc. 4b and country voc. Go over **answers to AF part G**. Have a brief explanation about what proverbs are and explain about the proverb project. (Teacher's manual p. 5) Project the list of African proverbs and have students view them as someone reads them aloud. Stop frequently and give students a chance to discuss the meaning of ones that might be especially hard to understand. You may want to give them the link so they can go over them more at home and decide on several that they might be interested in portraying.

Day 125:

Practice fable and country voc. Have them go through the proverb list one more time to make sure they have the numbers of several that they are interested in. Make sure each student chooses a different proverb by having them write the number of the proverb on the board. If someone has chosen the one they want, they must go to their second choice, etc. Go over the directions again and maybe give them ideas of how to adapt it into a skit. You may want to create a skit as a class impromptu-type with one of the proverbs that wasn't chosen to give them an idea of what they can do.

Day 126:

Practice voc. 4a and country voc. Give them time to practice the country voc. then give the country voc. quiz if you didn't already include it with voc. Quiz 4b. Give them class time to write out their skit in ASL.

Day 127:

Practice voc. 1a and 1b. Allow them time to continue refining their skits. Collect their ASL skits to correct. You may choose to give them a grade for their written ASL. Generate a list of needed voc. Give them time to also make a list of possible needed props and possibly time to make them during class.

Day 128:

Practice voc. 2a and 2b. Pass back their corrected written ASL skits. Teach the supplemental voc. that they will be needing for their proverbs and give them time to create the video and assign for homework. If time, let them start practicing their skits.

Day 129:

Practice voc. 3a and proverb voc. Have them continue practicing their proverb skit and song.

Day 130:

Practice 3b and proverb voc. Have them research the life of Thomas Hopkins Gallaudet and take notes. You can use this time to time to show one or more of the links on p. 5 & 6 of the teacher's manual. Inform them that they will be able to use these notes on the unit 4 test. Give them more time to practice their proverb.

Day 131:

Practice voc. 4a and proverb voc. Discuss the life of Andrew Foster. Allow them time to do additional research on his life (and/or more research on Thomas Hopkins Gallaudet) and take notes that will be used on the test. Allow more time to practice proverb.

Day 132:

Practice voc. 4b and proverb voc. Have them continue practicing their proverb skit on their own then by showing it to a partner using the 4-box practice that was used in unit one for the personal experience. (see p. 9 of the Sem. 1 Teacher's manual) Do a short review game with the proverb voc. for proverb voc. quiz tomorrow.

Day 133:

Practice proverb voc. and allow some time to practice the vocab. with a partner. Give the proverb voc. quiz. Allow the rest of the time to practice their skit or if they were absent the day the class took notes on AF or THG, they can do that.

Day 134:

Practice voc. 4a and 4b. Give the **unit 4 AF/THG test** on p. 6. (this one is different than the other unit tests) They are allowed to use their notes. If they finish early, they can practice their proverb skit.

Day 135:

Practice voc. 1a and 1b. Allow a short time to practice their skits then begin presenting. Use the **40 pt evaluation**.

Day 136:

Practice voc. 2a and 2b. Continue presentations.

Day 137:

Practice voc. 3a and 3b. Continue presentations.

Day 138:

Practice voc. 4a and 5b. Finish presentations.

Day 139-141

I usually take a break at this time to show a movie. Some examples are: Bridge to Silence, After the Silence, Sweet Nothings In My Ear, etc.

Day 142:

Practice supplemental voc. from unit 4. Explain about the new unit called **The Courtroom** and explain a little about the final presentation. Teach **vocab. 5a** and assign the **voc. 5a video hw.**

Day 143:

Practice voc. 5a with audio. Do the **Describing People Part 1** (Teacher's manual p. 6 & 7). Practice songs. Assign **Homework: Describing People.** (student module)

Day 144:

Practice voc. 5a with audio. Do the **Describing Action Figures** activity on p. 7 of the Teacher's Manual. **(action figure photos)** Practice songs.

Day 145:

Practice voc. 5a with audio. Do the **Guess Who?** activity on p. 7 & 8 of the Teacher's Manual.

Day 146:

Practice voc. 5a with audio. Do the **What's Different?** activity on p. 8 of the Teacher's Manual. **(picture version A) (picture version B)**

Day 147:

Practice voc. 5a with audio. Do the **Describing Personalities** activity on p. 8 of the Teacher's Manual. Assign the **Influential Person hw video.** (student module)

Day 148:

Practice voc. 5a with audio. Have the students think of someone they know/knew personally in preparation for the influential person presentation (Teacher's Manual p. 9) and have them begin writing an outline following the directions. **(influential person directions)** Do a review game for voc. 5a.

Day 149:

Practice voc. 5a with audio. Have student practice vocab with a partner. Give **quiz 5a.** Teach **voc. 5b** and assign the **voc 5b video** for homework.

Day 150:

Practice voc. 5b with audio. Have students continue writing and then practice signing about their influential person. Generate a list of supplemental voc. Assign the **describing personalities hw.**

Day 151:

Practice voc 5b with audio. Teach supplemental voc., have them create videos and assign for homework. Allow time for them to practice their influential person.

Day 152:

Practice voc. 5b and supplemental voc. Have students begin presenting their influential person and have the class answer questions on a piece of paper that you ask after each presentation.

Day 153:

Practice voc. 5b and supplemental voc. Continue presentations.

Day 154:

Practice voc. 5b and supplemental voc. Continue presentations.

Day 155:

Practice voc. 5b and supplemental voc. Finish presentations and/or play **Who Am I?** (see Teacher's Manual p. 9 & 10)

Day 156:

Practice voc. 5b and supplemental voc. You might want to show an old Perry Mason episode or other type courtroom show that would be appropriate for your students to help them understand the workings of a courtroom trial.

Day 157:

Practice voc. 5b and supplemental voc. Have students get into pairs and have them write and act out an interrogation scene such as a police questioning a suspect, a victim, or a witness to a crime then have them practice.

Day 158:

Practice voc. 5b and supplemental voc. Have them present their questioning dialogues.

Day 159:

Practice voc 5b and supplemental voc. Continue presentations.

Day 160:

Practice voc 5b and supplemental voc.

Do a review game and give them time to study, then give **quiz 5b** with supplemental voc.

Day 161 & 162:

Ask for volunteers and act out a mock trial during class with you being one (or both) of the lawyers in order to give students an idea of what a trial is like, the type of questions that might be asked, and the order in which each side presents.

Practice voc 5a and 5b.

Day 163:

Divide the class into groups of 6; assign parts according to the instructions on p. 10 & 11 of the Teacher's Manual. Assign or have them choose their crime card (or you can let them come up with one of their own). Give them some time to write down the particulars of the case. **crime list suggestions**

Day 164:

Have each group of 6 split into the prosecution and defense side. Have them collaborate to make sure their stories/testimonies match and plan out a suggested line of questioning for their lawyer. Generate a list of vocabulary that they might be needing.

Day 165:

Teach the supplemental vocabulary and assign for homework. Give them more time to plan their cases and prepare any evidence that they might need.

Day 166:

Practice supplemental voc. Give instructions to the class about being a juror. Pass out the **juror ballots forms** and have the first group present their case. Collect the juror ballots at the end and tally the votes.

Day 167:

Practice supplemental voc. Continue with the next group.

Day 168:

Practice supplemental voc. Continue with the next group.

Day 169:

Practice supplemental voc. Continue with the next group.

Day 170:

Practice supplemental voc. Continue with the next group.

Day 171:

Practice supplemental voc. and do a review game. Give supplemental quiz.

Day 172:

Practice voc. 4a, & 4b. Pass out **semester 2 review sheet**. (p. 11) Allow students to use their notes and computers to answer the questions.

Day 173:

Practice voc. 5a & 5b. Go over the answers to the review sheet. I print out a copy of the vocabulary and post them on the wall around the classroom then have the students in groups rotate around the room and sign all the words. If time, let them practice their songs.

Day 174:

Practice voc. 4a, 4b, 5a, & 5b. **Give Test 4,5.** (p. 11)

Day 175:

Allow the entire class time to practice songs.

Day 176-179:

Present songs. Use **50 pt. Song Eval.**

Day 180:

Administer the final. **Semester 2 Final versions A and B**

Congratulations on making it through the year! I hope you and your students enjoyed yourselves.

Please feel free to give me feedback or let me know if you have questions.

Thanks!

Cheryl Perez

cperez@nhusd.k12.ca.us