



# Chandler Unified School District

ASL405A Honors American Sign Language 4  
SY 2023-24



## Course Overview

### Course Description

This class will give students insight into careers that use ASL and give them opportunities to develop more in-depth vocabulary by studying multiple-meaning words and English and ASL idioms and the use of classifiers. In addition, students will begin practicing interpreting in and out of class and with practice voiced passages.

### AP/IB/Dual Enrollment

No

### Prerequisite/Fee(s)

ASL305 or Instructor approval

### Course Materials

**MATERIALS REQUIRED:** Students need to bring a writing utensil and three ring binder and/or folder to class every day. I highly recommend that you have some kind of place to keep ALL of your ASL materials.

**ASL BINDER CHECK:** Students will have a binder check before finals at the end of each semester. This will be part of their semester grade. These binders will have all the materials needed to study for the final exams.

### Adopted Resource(s)

So You Want to be An Interpreter, Signing Naturally Level 3

*\*An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

## Site and Faculty Information

### School name and address:

Camille Casteel High School, 24901 S Power Rd, Queen Creek, AZ 85142

### Building principal:

Jayson Phillips  
phillips.jayson@cusd80.com

### Teacher:

Lisa Dobson BA, MEd  
dobson.lisa@cusd80.com

**Office hours:** Tutoring is Wednesday from 2:30-3:00, additional days by appointment only

## Course Access

This course is taught in-person at Camille Casteel High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

## Help

### Academic Support

- Contact the teacher to schedule an appointment during office hours

- [Ed Tech](#) support for students, parents/guardians, and community link ([cusd80.com/Page/45109](https://cusd80.com/Page/45109))

### **Mental Health Support**

- CUSD mental health support [cusd80.com/Domain/10528](https://cusd80.com/Domain/10528) or 480-573-8808 (talk or text) •
- Suicide & Crisis Lifeline: 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

## **Student Conduct, Success, and Responsibilities**

### **Student Handbook**

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at [cusd80.com/handbooks](https://cusd80.com/handbooks). Printed copies will be provided upon request.

### **Student Responsibilities**

ASL 4 focuses on sign language interpreting and is a project-led class. Students will take what they have learned in ASL 1,2,3 and work collaboratively with fellow students to implement their knowledge into ASL interpreting situations. Students will show their skills by interpreting daily lessons as well as school functions.

#### **CLASSROOM EXPECTATIONS**

Students are expected to:

- Be respectful to fellow classmates and teacher
- Participate in all classroom activities
- Follow all school and classroom rules
- Listen and follow directions
- Try their best
- Have fun!
- 

#### **Participation**

Participation is necessary and mandatory in ASL. ASL 4 is a student-led class and involves student participation daily. Participation points will be added daily and make up a portion of the class grade. Unwillingness to participate will have a negative effect on a student's grade.

#### **Tardies/Absences**

ASL 4 focuses on interpreting. Students will be out in the field interpreting. Arriving to class late will disrupt the interpreting process. Students are expected to come to class on time. Students who arrive late will lose participation points. Daily attendance is critical. ASL 4 focuses on team interpreting. If students are absent, this will jeopardize the interpreting process. Please inform Mrs. Dobson of any scheduled absences in advance if possible.

Students can send in a 5 min. interpreted news story to make up participation points for excused absences.

#### **Assignments**

Students will be interpreting weekly classes and school events during and after school. Students will also be required to organize deaf culture events throughout the school year.

#### **ASL Club**

ASL 4 students will be involved in ASL Club. This club will take place once a month during class time. Students will discuss school activities and promote after school practice sessions.

#### **Interpreting**

Students are required to team interpret various subjects throughout the year. This will help with expressive/receptive skills and will provide new vocabulary. Students are expected to be prepared before each lesson, learn any unknown signs and provide helpful feedback to their partner.

Technology:

---

---

With the 1:1 technology initiative, it is the responsibility of the student to bring their fully charged laptop to school every day. Technology is a tool no different than a pencil. Like all school supplies, students are expected to have the supplies needed to learn.

Discipline Protocol:

It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. Typical classroom behaviors consequences these are they standard progression for discipline

a warning

a warning with a phone call

a Parent-teacher conference

a referral.

### **Tardy Protocol:**

Students are expected to be in their seats when the bell rings and ready to learn. If a student is tardy to class teachers will follow this progress to rectify students being late to class.

- a warning on their first and second offense.
- the teacher will email / call home.
- Notify Attendance Interventionist and email / call home.
- On the fifth offense, the teacher will refer the student to our Attendance Interventionist, who can work with families and assign Saturday school if necessary.

The teacher has the option to provide their own lunch detention at their discretion instead of writing a conduct referral.

Finals:

Finals are not given early. Absent students will receive a zero until they can take the final.

### **Late work**

LATE WORK WILL NOT BE ACCEPTED.

Assignments/materials are posted on Google Classroom weekly

## **Assessments and Assignments**

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

## **Grading**

### **Grade Percentage**

A B C D F 90% - 100% 80% - 89% 70% - 79% 60% - 69% <60%

### **Quarter grades**

Grades:

Participation- 25%

Interpreting-50%

Assignments/Assessments-25%

Total=100%

### **Semester grades**

Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

## **Units of study**

---

3

---

### **Units for ASL405A Honors American Sign Language 4**

Communication/Money

Culture/Communities, Major Decisions

Interpreting, Health Conditions

Working as an Interpreter, Storytelling

Challenges of Interpreting

The Interpreting Process

The History of Interpreting

The Principles of Professional Practice

Interpreting in Educational Settings

Basic Business Practices

*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



## Chandler Unified School District

### ASL405A Honors AmericanSignLanguage 4

### SY 2023-24



**Site:** Camille Casteel High School

**Building Principal:** Jayson Phillips, [phillips.jayson@cusd80.com](mailto:phillips.jayson@cusd80.com)

**Teacher:** Lisa Dobson, [dobson.lisa@cusd80.com](mailto:dobson.lisa@cusd80.com)

## Parent/Guardian

### Acknowledgment

Parents/Guardians should indicate if they "Acknowledge" or have a "Potential Conflict" with their student's participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking "Potential Conflict" will prompt the teacher to make contact regarding assignment alternatives.

#### Unit of study   Acknowledge   Potential Conflict

Communication/Money

Culture/Communities, Major Decisions ☐ ☐ Interpreting, Health Conditions ☐ ☐ Working as an Interpreter, Storytelling ☐ ☐ Challenges of Interpreting ☐ ☐ The Interpreting Process ☐ ☐ The History of Interpreting ☐ ☐ The Principles of Professional Practice ☐ ☐ Interpreting in Educational Settings ☐ ☐ Basic Business Practices ☐ ☐

*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*

**By signing and returning this form**, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.

As the parent/guardian, I understand I can check my student's grades in Infinite Campus anytime during the school year.

Student name (printed)	
Student signature	
Parent/Guardian name (printed)	
Parent Signature	
Date	

***Please return this page to your student's teacher.***