



Mrs. Burke
(Drake)

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SUPPLY LIST

- ✓ Pencils or pens
- ✓ Binder and/or notebook
- ✓ ASL textbook (provided)

ARUNDEL
HIGH SCHOOL

(410) 654-6500

ASL 3

SOME THINGS YOU'LL LEARN...

- How "deaf-friendly" (or not?) our school is
- How to describe your dream house, favorite recipe, and your best weekend ever!
- What jobs are out there for people who can sign



This is your American Sign Language 3 textbook and DVD! You will need it in class and at home to work on your assigned homework. If you lose it, you can purchase another for \$5.

remind 101

Register to receive text messages

To have a second language
is to possess a second soul"
-Charlemagne

Tips for Success

- #1 Communicate as much as possible in ASL.
- #2 Don't let fear stop you. We all make mistakes!
- #3 Keep an organized binder/notebook.
- #4 Study new material every evening.
- #5 *Participate* and *do* all assignments!

Struggling...?

EXTRA HELP IS ALWAYS AVAILABLE!!

Come visit your teacher during **Pride Period** or after school (by appointment only). Peer tutoring available during **Pride Period** in the Media center by members of the National Honor Society. You can also join Homework Help, which meets after school on Wednesdays and Thursdays in the media center.



Assessment and Grading Plan

Grades earned at Arundel High School will be a reflection of student's mastery of the related and relevant national, state, and industry standards pertaining to the course of study. Assignments, projects, and assessments are aligned with these standards and students must have at least a basic mastery level of the standards in order to receive a grade of "C." All assignments will be based on a point system. The students' grade will be based on attainment and performance on content standards as stated above:

1. Assessments - 75%

These proficiency activities may be based on one or a combination of expressive, receptive, reading and writing proficiencies. Proficiency activities will include, but not be limited to the following skills:

- Expressive and Receptive Assessments (dialogues, presentations, debates, etc)
- Tests and Quizzes
- Research papers and projects

Please note: Students will take the Anne Arundel County midterm and final Assessment. This assessment will be 20% of the student's overall semester grade.

No part of the midterm or final exams are eligible for a re-do under the proficiency policy.

2. Academic Practice - 25%

Student effort, participation and *practice* are crucial to success in the classroom and beyond and industry standards require that students master the 21st century skills that are necessary for success in the world of work beyond high school. Student effort, participation, timeliness, and work habits will be assessed on a regular basis to help students reach proficiency. Students must abide by P.R.I.D.E. as stipulated in class. Summer reading assignments are included in academic practice.

→ Students and parents/guardians are highly encouraged to use Parent Connect to track their progress.

Academic Integrity

As stated in School Board Policy Code #613, students will be expected to exhibit academic integrity with regard to all assignments...even homework.


Proficiency Policy

In order to be eligible for a re-do of a 75% assessment, student must have made a *sincere attempt in all supporting assignments that lead up to that particular assessment*. Student may not re-do a 75% assessment until all supporting activities and assignments have been completed with a 70% or above. An intervention will be necessary before the re-do.

- ✓ Students are required to attend a review session with the teacher before taking a new quiz or test.
- ✓ The intervention and all re-do assessing will be done within five "A" or "B" class days after the assessment has been returned.

Electronics Policy

All electronics must be *off and away* when students enter class. The electronics policy permits the use of electronic devices during **teacher-identified instructional time** provided the guidelines are followed. All students may be required to be videotaped for assessments.

Ms. Drake would like you to join ASL 3! 

To receive messages via text, text **@ahsas13** to **81010**. You can opt-out of messages at anytime by replying, 'unsubscribe @ahsas13'.

Trouble using 81010? Try texting **@ahsas13** to **(443) 550-8674** instead.



Or to receive messages via email, send an email to **ahsas13@mail.remind.com**. To unsubscribe, reply with 'unsubscribe' in the subject line.



WHAT IS REMIND AND WHY IS IT SAFE?

Remind is a free, safe, and simple messaging tool that helps teachers share important updates and reminders with students & parents. Subscribe by text, email or using the Remind app. All personal information is kept private. Teachers will never see your phone number, nor will you see theirs.

Visit remind.com to learn more.

I understand the stated policies and procedures in the ASL III syllabus:

STUDENT'S NAME (PRINTED): _____

STUDENT SIGNATURE: _____

STUDENT EMAIL: _____

*Email address will be used for up to date grades and class related communications

Class period: _____

I have read the ASL III Course Outline and will help my child achieve its objectives.

PARENT/GUARDIAN'S NAME (PRINTED): _____

PARENT/GUARDIAN SIGNATURE: _____

PARENT/GUARDIAN EMAIL: _____

*Email address will be used for up to date grades and class related communications

PARENT/GUARDIAN CELL#: _____ WORK # _____

PARENT/GUARDIAN'S NAME (PRINTED): _____

PARENT/GUARDIAN SIGNATURE: _____

PARENT/GUARDIAN EMAIL: _____

*Email address will be used for up to date grades and class related communications

PARENT/GUARDIAN CELL#: _____ WORK # _____

Information you would like me to know about your child: _____

➤ ***PAGES 4-6 ARE TO BE RETURNED TO TEACHER COMPLETED WITH THE APPROPRIATE INFORMATION AND SIGNATURES.***

➤ ***PLEASE KEEP SYLLABUS (P. 1-3) FOR REFERENCE.***

Voice-Off Policy

In order for students to completely understand Deaf Culture and to succeed in ASL Class students are required to turn off their voices in the classroom. Studies have shown that students learn foreign languages best when they use the language. We will often converse in ASL. This will allow students to understand the Deaf Culture in a Hearing World and allow them to use their signs and receptive skills the majority of the time in the classroom.

ASL is taught in classes with a firm "voice-off" policy. There are few teacher-determined exceptions to this policy. From the time you arrive in class, all conversations should be in ASL until you leave at the end of class.

The classroom is a speech-free zone for two major reasons: learning environment and cultural respect. Not only is it a classroom policy, it is also a cultural norm and custom in a visual ("sighted") world. Learning a language is not without learning its culture; they are inseparable.

Learning environment

A student's learning ability is greatly enhanced by this voice-off environment. Full immersion helps develop better receptive and expressive skills. Using voice may distract or interfere with other students' learning process. Voicing for other students who may be confused is not acceptable. This robs the confused student of the opportunity to learn how to ask for clarification in a culturally appropriate manner.

In the early stage of learning ASL the "voice-off" policy is crucial. Some students may think it is easier to or may be tempted to learn ASL by using vocal English. Easy start but bad start -- it doesn't help in the long run in language skill. It's probably challenging for some of them in the beginning but a breakthrough will be rewarding in the long run. Those who choose the easier way in the beginning may face a more challenging development of receptive/expressive skills in the later stage.

Another reason is to maintain that ASL is a language of its own. Students are taught to think in ASL, not English while signing ASL. Using voice (English) while signing ASL may interfere with language development in vocabulary and grammar: incorrect uses of ASL vocabulary in different contexts (semantics), an incorrect grammatical structure and/or a limit of grammar skill.

Respect for a culture of the language

The classroom is a good place to learn and practice the "voice-off" habit that will be applied to a cultural behavior and norm in the ASL/Deaf world outside the classroom. Hearing people who know ASL usually use ASL in any ASL/Deaf space or in front of any Deaf person to respect their culture and language. The use of voice is a rude or offensive behavior in Deaf space. It demonstrates an ignorance or disrespect for their culture as well as a reminder of the historical oppression.

Language and culture are inseparable, integrated, and intertwined. ASL students will learn the language, AND the culture. Your role is to be an ally. For ASL is the most valued identity of Deaf culture. ASL natives regard ASL as the most precious gift of their culture and they share this gift with you. Respect is a peaceful language across all languages and cultures.

I have read the Voice-Off Policy and agree to abide by it:

STUDENT SIGNATURE: _____

I have read the Voice-Off Policy and will help my child achieve its objectives.

PARENT/GUARDIAN SIGNATURE: _____

