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## District Mission

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

## Department Mission

To enable students to communicate effectively in the target language, to understand the cultures that support the language, to see connections between language study and other disciplines, and to appreciate what it means to be college-, career-, and world-ready.

## Course Description

American Sign Language (ASL) 2 strengthens the receptive and expressive communication skills that were developed in ASL 1, through the continued use of culturally-rich thematic units. Students will analyze and utilize more complex vocabulary and grammatical structures through performance-based activities. This course will continue to examine cultural perspectives and comparisons, important figures in the Deaf community, and ASL art and literature.

## Course Textbook & Resources

Signing Naturally Units 7-12  
Variety of online ASL resources

## Course Standards & Weights

### 1. Communication: Communicate in American Sign Language

Standard 1.1 Students use American Sign Language to engage in conversations and provide information, express feelings and emotions, and exchange opinions

Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics

Standard 1.3 Students present information, concepts, and ideas to an audience of viewers in American Sign Language

### 2. Cultures: Gain knowledge and understanding of American Deaf Culture

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American deaf culture

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American deaf culture

### 3. Connections: Use American Sign Language to connect with other disciplines and acquire information

Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture

### 4. Comparisons: Develop insight into the nature of language and culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages

Standard 4.2 Students demonstrate understanding of the nature of language through comparisons of American Deaf culture and their own culture

### 5. Communities: Use American Sign Language to participate in communities at home and around the world.

Standard 5.1 Students use American Sign Language within and beyond the school setting



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Standard 5.2 Students show evidence of becoming life-long learners by using American Sign Language for personal enjoyment and enrichment.

## Units of Study:

### 1st Semester:

1. Introduction Unit (review of ASL 1 Units)
2. Signing Naturally Unit 7: Describing People and Things
3. Signing Naturally Unit 8: Making Requests and Asking for Advice
4. Signing Naturally Unit 9: Describing Places

### 2nd Semester:

5. Signing Naturally Unit 10: Giving Opinions about Others
6. Signing Naturally Unit 11: Discussing Plans and Goals
7. Signing Naturally Unit 14: Talking about Complaints
8. De'VIA

## Grade Calculation Definitions

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning:

- **Evidence of Learning:** Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances. In this course, specific examples include: Quizzes, homework assignments, unit assessments
- **Practice:** Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process. In this course, specific examples include: partner work, in-class knowledge checks, homework graded for completion, participation points

## Grading Disbursement

Semester grades for all classes (prior to the final exam) will be calculated by a weighted average. As part of the calculation for the overall semester grade, final exams/projects will not exceed 15% of the semester grade.

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-0%

Semester Grade:

- Coursework = 85% (Evidence of Learning = 90%, Practice= 10%)
- Final Exam = 15% *Final Exam Format:* Multiple Choice, short answer, receptive, and expressive components

## Grading Practices

Grades communicate each student's progress toward mastery of goals/standards for the course.

- Infinite Campus Symbols/Comments:
  - A score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
  - Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.



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- A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (*completing 80% of practice listed in Infinite Campus.*), a score of 50% will be the lowest possible grade.
- Late Work:
  - Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.
  - Practice Work is not accepted for credit after the due date.
- Other:
  - No extra credit will be issued.

## Academic Integrity Code

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect, and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

**The use of translating devices and/or direct translation from a native speaker or tutor is strictly forbidden.** You must do your own work. Remember: There is a significant difference between getting help and having something or someone else do your work for you. There are consequences both academic and non-academic for students who do not adhere to this policy. All District and school academic integrity policies apply to this course. Violations will be tracked and added during your time at NNHS.

## Reassessment Policy

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 80%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work with a score below 80% is eligible for reassessment if students have:
  - Demonstrated readiness through timely and consistent completion of practice work. *This means completing 80% of practice listed in Infinite Campus.*
  - Completed designated learning experiences as assigned by the teacher as outlined below:
- Timeline: Reassessments must be completed 5 school days after the student receives feedback (unless otherwise determined by the instructor).
- Project-Based Assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment

## Student Communication

- You are encouraged to speak directly with your teacher regarding questions.
- Teachers make every effort to respond to emails within 24 hours during the workweek..



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## Additional Resources for Support

- You can make an appointment with your teacher should you need additional instruction or support in learning material.
- You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.

## Parents or Guardians Partnership

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

Some ways parents/guardians can support their student's learning are:

- Actively check Infinite Campus for their student's grades.
  - Infinite Campus is a tool to progress monitor student work until the final course grade is posted.
  - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.
- Teachers make every effort to respond to parent emails and phone calls within 24 hours during the work week.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.