*Florida Civic Literacy Support Lesson*

**ASL ABC’s of Civic Literacy U.S. Supreme Court Cases**
*An Activity for High School Civic Literacy Competency #4*

*Competency #4: Understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society*

**Benchmark and Benchmark Clarification Correlations**

**World Language Related Standards**

*Performance Level Novice Low/Mid*

Standard 3 Interpersonal Communication: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

[WL.K12.NM.3.2](https://www.cpalms.org/PreviewStandard/Preview/4921)

Participate in basic conversations using words, phrases, and memorized expressions.

Standard 7 Connections: The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

[WL.K12.NM.7.1](https://www.cpalms.org/PreviewStandard/Preview/4945)

Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

Standard 8 Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

[WL.K12.NM.8.1](https://www.cpalms.org/PreviewStandard/Preview/4947)

Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

**Student Learning Styles:** Visual, Kinesthetic, Tactile

**Activity Vocabulary**

| 1ST |
| --- |
| 2ND  |
| 4TH |
| 5TH |
| 6TH |
| 8TH  |
| ABORTION |
| ACCEPT |
| ACTION |
| AFRICAN |
| ALLEGIANCE |
| AMENDMENT |
| AMERICAN |
| AMISH |
| ARMBAND CL:C |
| AUTHORITY |
| BEYOND |
| BORN |
| BREAK |
| BROTHER |
| BROWN |
| BURN |
| CAMP |
| CAMPAIGN |
| CAN |
| CAN'T |
| CASE |
| CHILDREN |
| CITIZEN |
| COLLECT |
| COMMUNICATION |
| CONGRESS |
| CONNECT |
| COUNT |
| COURT |
| DANGER |
| DECIDE |
| DEFENDANT |
| DUE PROCESS |
| DURING |
| EQUAL |
| EVIDENCE |
| EXPRESSION/EXPRESSIVE |
| FAIR |
| FAMILY |
| FEDERAL |
| FINE |
| FINE |
| FIREARM |
| FLAG |
| FLORIDA |
| FORCE |
| FREE |
| GIVE |
| GO-TO |
| GOVERNMENT |
| GRADE |
| GROUP |
| HAPPEN |
| HAVE-TO |
| HIDE |
| HOW-MANY |
| IF |
| ILLEGAL |
| INDIVIDUAL |
| INFORMATION |
| JAPANESE |
| JUDGE |
| JUVENILE |
| LAW |
| LAWYER |
| LEAD |
| LEADER |
| LIMIT |
| MEETING |
| NEWSPAPER |
| NONE |
| NOT |
| ONE |
| PEOPLE  |
| PERCENTAGE |
| PERMIT |
| PERSON |
| PLEDGE |
| POLICE |
| POWER |
| PRAY |
| PRESIDENT |
| PRESS |
| PRISON |
| PRIVATE/PRIVACY |
| PROCESS |
| PROTECT |
| PROTEST |
| QUOTA |
| RACE |
| RELIGION |
| RIGHTS |
| SAME |
| SCHOOL |
| SEARCH |
| SEPARATE |
| SHARE |
| SISTER |
| SPEECH |
| SPENDING |
| STATE |
| STUDENT |
| SYMBOLIC |
| TEXAS |
| THROW-OUT |
| TRIAL |
| TUITION/MONEY |
| UNCONSTITUTIONAL  |
| VIETNAM |
| VOTE |
| VOUCHER |
| WAR |
| WARNING  |
| WARRANT |
| WHO |

***Activity Materials***

* PowerPoint Presentation
* Foldable paper, markers
* Device with webcam
* Reliable internet connection

**Goal**

Students will be able to create an ASL video expressively demonstrating information related to five Civic Literacy Competency Four U.S. Supreme Court cases.

**Lesson Steps**

1. Students review ASL ABC’s PowerPoint, watching each signed video demonstration
2. While watching, students will create a note taking foldable that includes signed vocabulary, identifying “memory tips” or parameter descriptions for the signs related to the competency court cases
3. Students will choose five U.S. Supreme Court cases to expressively demonstrate
4. Work in pairs to practice and gloss lesson vocabulary from cases chosen
5. Create a signed video of the case lesson vocabulary from five U.S. Supreme Court cases

**Enrichment Suggestion**

Students will create accurate sentences that accurately demonstrate at the narrative level that incorporates ASL grammar such as: topic, comment structure, contrastive structure, listing, non-manual markers, tense marking and spatial referencing.