



Greenwich Public Schools Curriculum Overview

Course Name: ASL 3

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description:

This course follows ASL 2, and students expand their understanding of classifiers, temporal aspect and spatial referents in the context of personality and character traits, and give their opinions about themselves and others. We also address the topic of money, geography of the US and Canada, and use our knowledge of ASL grammar and syntax to interpret classic fables!! Students are expected to build both their knowledge of classifiers and spatial relationships and then apply those grammatical concepts. We will continue to discuss cultural topics such as ASL Idioms, Black ASL as well as the American with Disabilities Act and how that impacts us all today.

Unit Guide: (List of Major Units)

Unit 1: Signing Naturally 7-12, unit 9 - Describing Places

Unit 2: Giving Opinions About Others

Unit 3: Discussing Plans and Goals

Unit 4: Classifiers and Storytelling

Unit 5: Health and Medical

Unit 6: Describe, Price, Locate

Enduring Understandings

- Directions are given from the signer's perspective.
- Word order of SL questions differs from that of English.
- Classifiers are handshapes used to describe size, shape, position and movement of people, animals and objects.
- In ASL, to explain a person's tendency or habit, the movement of the verb (or predicate) is modified, usually by repeating the movement. This is called temporal aspect.
- Certain facial expressions add meaning to signs and help convey more specifically the attitude and intention of the person described.
- To translate "wh" questions, establish the time if specified, with raised eyebrows; establish the location if one is specified with raised eyebrows; name the topic with raised eyebrows and end with a wh-question word, with eyebrows furrowed, body tilted forward and last sign held.
- In ASL, to describe a personal quality, only predicate adjectives can be used. This means the subject is named before signing the adjective.

- The movement and palm orientation in abbreviations and lexicalized state signs differ from finger spelling.
- ASL has four different ways of expressing the concept of “thinking” dependant on mening.
- A relative clause contains a subject and verb, begins with a relative pronoun [who, whom, whose,that, or which] or a relative adverb [when, where, or why], and functions as an adjective, answering the questions *What kind? How many? or Which one?* Relative clauses in ASL are signed with head tilted back, raised eyebrows and upper lip raised.
- When storytelling, place characters on alternate sides and use deixis throughout.
- The ADA provides the Deaf/HoH legal rights to effective communication in some but not all medical situations and locations.

Performance Tasks: (Including Capstone Assured Experiences)

Teacher-generated quizzes and assessments and well as student projects are evaluated to show mastery.

- Engage in authentic dialogues about health issues incorporating a variety of sentence structures.
- Modify time signs and phrases to show when something occurs.
- Inflect verb production to show frequency or duration of actions.
- Indicate distance, location and size of characters using eye gaze and head positions.
- Incorporate story transitions with appropriate eye contact into storytelling activities.
- Use conditional sentences with role shifts in storytelling activities.
- Use agreement verbs with role shifts in storytelling activities.
- Use instrumental classifiers to show how objects are handled.
- tense?
- How are conditional clauses used? Where must they be placed in ASL statements? What non-manual markers accompany them?
- Use predicate adjectives to describe people, places and things.
- Compare and contrast people, places and things with contrastive structure.
- Role shift to describe interaction between two or more people not present.

Standards

[World Readiness Standards for Learning Languages](#)

[WL Readiness Standards Alignment with Common Core Standards](#)

[ACTFL Presentational Writing Can-Do Statements \(K - 12\)](#)

Resources

1. [Signing Naturally 7-12, unit 9, 10, 11,](#), teacher guide, student workbook, videos
2. Signing Naturally Unit 12, stories-”One Fine Day”, “The Lion and the Mouse”,

“The Fox and the Crow”-teacher text, student workbook, DVDs

3. Signing Naturally Level 2 (pink book), sections of unit 14 related to health and medicine
4. Signing Naturally level 3 (yellow book) unit 24
5. Signing Naturally Level 2 (pink book), unit 17, teacher text, student text, DVD; purple book unit 10 (10.5, 10.7, 10.8, 10.12)