

American Sign Language

Course Information

Grade(s):	9, 10, 11, 12
Discipline/Course:	World Language
Course Title:	American Sign Language I
Prerequisite(s):	None
Course Description: <i>Program of Studies</i>	This 2 semester course serves as an introduction to American Sign Language. Recognizing the connection between culture and language, learners will discover the historical traditions of deaf people, and the rich Deaf culture and community which exist in the United States. Learners will also be exposed to basic sign language and fingerspelling in order to communicate. The course, which is aligned to the 2015 World Readiness Standards for Learning Language, puts greatest emphasis on the 3 communicative standards, the 2 cultural standards and the 2 connection standards.
Course Essential Questions:	Unit 1 - Who am I? Unit 2 - How do family and community influence me? Unit 3 - How do I manage my time? Unit 4 - How do I use my imagination? Unit 5 - What makes a travel destination special?
Course Enduring Understandings:	Culture and language are inseparable and impact values, beliefs and customs. Cultural competence enhances communication skills with people of diverse backgrounds. Exposure to another language provides a foundation for the growth of emotional competence.
Duration:	2 semesters

Course Materials/Resources:	<p>Due to the visual nature of the course, there is no textbook associated with it. Units materials will be compiled using a variety of resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM</p>
FPS Course Academic Expectation(s):	<p>Exploring and Understanding: The student generates questions, gathers relevant, credible sources, and reviews text in order to acquire knowledge, infer meaning, and develop deep understanding.</p> <p>Synthesizing and Evaluating: The student analyzes and interprets text, phenomena, or strategies to critically evaluate and synthesize information.</p> <p>Creating and Constructing: The student transfers or extends constructed knowledge to draft and develop ideas, claims, products, or solutions.</p> <p>Conveying Ideas: The student expresses ideas clearly and effectively for the intended purpose and specific Audience.</p> <p>Collaborating Strategically: The student demonstrates awareness, respect, and consideration for self and others while engaging in a shared learning experience.</p> <p>Using Communication (Media) Tools: The student selects and uses media tools strategically and responsibly throughout the inquiry process.</p>

Unit Number and Title:	Unit 1 - An Introduction
Unit Overview:	Learners will be introduced to deaf culture and specific practices and perspectives related to sign language. They will learn to introduce themselves to others and elicit information from others regarding their health and location and be able to provide brief descriptions of themselves.
Learning Goals	
Standard(s): Communication Cultures Connections	<p>COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES: Learners interact with cultural competence and understanding.</p> <p>Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Relating Cultural Products t Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>

	<p>CONNECTIONS: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>Making Connections Learners build, reinforce, and explain their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>Acquiring Information and Diverse Perspectives Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
<p>Essential Question(s):</p>	<p>Who am I?</p>
<p>Enduring Understanding(s):</p>	<p>American Sign Language is an indigenous language. There is a vibrant Deaf community in the United States.</p>
<p>Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Recognize that there are different sign languages in the world. Explain how culture impacts sign language. Distinguish between “Deaf” and “deaf” Explain how facial expressions and body language play a key role in communication. Investigate the range of careers held by Deaf Americans. Identify practices and explain perspectives when greeting people and asking simple questions. Greet a person and tell their name. Fingerspell their name. Ask and answer simple questions - related to health, age, birthdate and personal description.</p>

Unit Number and Title:	Unit 2 - Family, Customs and Ceremonies
Unit Overview:	Learners will continue their exploration of deaf culture and sign language as it relates to family, family celebrations and communities.
Learning Goals	
Standard(s): Communication Cultures Connections	<p>COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES: Learners interact with cultural competence and understanding.</p> <p>Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Relating Cultural Products & Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS: Learners connect with other disciplines and acquire information and</p>

	<p>diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>Making Connections Learners build, reinforce, and explain their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>Acquiring Information and Diverse Perspectives Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
Essential Question(s):	How do family and community influence me?
Enduring Understanding(s):	The influences of family and community play a significant role in development. There are different views regarding teaching children to sign.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	Identify products and practices and explain perspectives related to the influences of family and community. Explore the use of hearing dogs and other resources. Discuss the impact of different family scenarios. Identify family members, friends and pets. Describe personality traits, physical attributes and professions. Ask simple questions about family members and other people. List common celebrations. Express likes and dislikes.

Unit Number and Title:	Unit 3 - Time Management
Unit Overview:	Learners will investigate what a typical school day is like for a deaf or hard of hearing person and will compare and contrast to their own day. They will identify school schedules, courses taken and extracurricular activities available as well as how one manages their time.
Learning Goals	
Standard(s): Communication Cultures Connections	<p>COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES: Learners interact with cultural competence and understanding.</p> <p>Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Relating Cultural Products t Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>

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Essential Question(s):	How do I manage my time?
Enduring Understanding(s):	There are a number of educational options for deaf and hard of hearing people.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	Identify practices and explain perspectives regarding school life for the Deaf and hard of hearing. Discuss how a sense of community impacts the lives of deaf people. Compare and contrast the educational structure in a Deaf School to that of a hearing school. Identify sports and other activities deaf people participate in and explain how this is achieved. Explain what one does over the weekend and during vacations.

Unit Number and Title:	Unit 4 - The Arts
Unit Overview:	Learners will explore creativity and the use of their imagination. They will investigate art and music and explore other ways that creativity can be expressed through their imagination.
Learning Goals	
Standard(s): Communication Cultures Connections	<p>COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES: Learners interact with cultural competence and understanding.</p> <p>Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Relating Cultural Products t Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS: Learners connect with other disciplines and acquire information and</p>

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Essential Question(s):	How do I use my imagination?
Enduring Understanding(s):	There are deaf artists, musicians, dancers and others in the arts who use their craft to express their imagination.
Learning Goal(s): <i>Learners will be able to use their learning to:</i> (Content/ Skills)	Identify how they express their creativity through art, music and other means. Identify Deaf cultural icons both past and present. Explain how these icons use their imagination. Explain the impact they have on the Deaf community. Research organizations that support deaf artists. Identify practices and explain perspectives regarding how deaf people express their creativity.

Unit Number and Title:	Unit 5 - Vacation and Travel
Unit Overview:	Learners will explore vacation destinations, particular landmarks to visit, regional foods and other activities in which tourists participate. Learners will also explore weather in order to express how it impacts activities and clothing required for activities based on the weather.
Learning Goals	
Standard(s): Communication Cultures Connections	<p>COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES: Learners interact with cultural competence and understanding.</p> <p>Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Relating Cultural Products t Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>

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<p>Essential Question(s):</p>	<p>What makes a travel destination special?</p>
<p>Enduring Understanding(s):</p>	<p>Advances in technology have impacted in a positive way travel opportunities. Travel modifications provide deaf and hard of hearing people greater opportunity. Sign language differs throughout the world.</p>
<p>Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Identify products and explain practices and perspectives related to travel. Identify obstacles faced by deaf and hard of hearing people when traveling. Explore how technology has impacted the Deaf community. Indicate landmarks and other attractions that people can visit while on vacation. Describe different foods. Order food. Generate a list of daily activities during vacation. Describe the weather and how it impacts activities. Identify clothing and other typical items needed based on destination and weather.</p>