

**EAST ISLIP SCHOOL DISTRICT**  
**WORLD LANGUAGE DEPARTMENT'S CURRICULUM CONSENSUS MAP**  
**High School: American Sign Language III**

Topic		Receptive/ Expressive Comprehension (Listening/Speaking)	Vocabulary	Culture	Grammar
<b>Unit 1</b>	<b>Weather and Climate</b>	“Today (season)(weather). Me live (place)(geography) (climate and weather). Me like (each place)(each geography) (each climate)(activity). My experience (bad weather/natural catastrophes). People must keep environment(quality) (upkeep).”	Tsunami, Cloudy, Raining, Lightning, Twister, Snow, Blizzard, Windy, and Sunny	*Many interpreters aim to be able to be that interpreter standing next to the NY Governor during a major snow storm. We watch several clips of interpreters explaining weather  *Deaf Awareness Projects	*ASL gloss  *grammatical structure of ASL  *using facial expressions and non-manual markers when explaining natural disasters
<b>Unit 2</b>	<b>House/Home</b>	“Me live (type of lodging)(location of home)(address and numbers). Me live (with people). Go home school (means of transportation) (directions).”  Student will be able to sign about their homes/dream homes using classifiers.	House, Roof, Basement, Attic, Kitchen, Living room, Computer, Bed, Lamp, Desk, Dress, Dishwasher, Appliances. Rug, Wood floors, and ceiling	*Deaf homes have specific accommodations for their quality of life i.e. alarm clocks that flash and vibrate  *Doorbells that flash  TTY  *Relay Operating Systems	*Understanding classifiers and the use of classifiers when describing a house.



**EAST ISLIP SCHOOL DISTRICT**  
**WORLD LANGUAGE DEPARTMENT'S CURRICULUM CONSENSUS MAP**  
**High School: American Sign Language III**

Topic		Receptive/Expressive Comprehension (Listening/Speaking)	Vocabulary	Culture	Grammar
<b>Unit 3</b>	<b>Hand Shaped Stories &amp; Deaf Art</b>	<p>The student will understand the concept behind ABC Stories and be able to come up with one as a class.</p> <p>The students will analyze Deaf Art work and be able to explain how it expresses how they relate It to the Deaf world</p>	No vocab	<p>*Hand shape-based storytelling or poetry is one of the forms of art and literature in sign language. ASL storytellers tell a story using hand shapes in a particular sequence and a rhyme. ABC Stories and Number Stories in ASL are 2 common examples</p> <p>*Form of Deaf Art</p> <p>*Analyzing Deaf art through famous deaf artists</p>	No Grammar
<b>Unit 4</b>	<b>Audism</b>	<p>The student will understand what Audism is and how it impacts Deaf individuals.</p> <p>Students will do research and write a paper on how Audism affects deaf people in all aspects of their life.</p>	AUDISM	<p>*Audism is the notion that one is superior based on one's ability to hear or to behave in the manner of one who hears, or that life without hearing is futile and miserable, or an attitude based on pathological thinking which results in a negative stigma toward anyone who does not hear.</p> <p>*Famous Deaf Peoples biographies (power point presentation)</p>	No Grammar



**EAST ISLIP SCHOOL DISTRICT**  
**WORLD LANGUAGE DEPARTMENT'S CURRICULUM CONSENSUS MAP**  
**High School: American Sign Language III**

Topic		Receptive/Expressive Comprehension (Listening/Speaking)	Vocabulary	Culture	Grammar
<b>Unit 5</b>	<b>Interpreting</b>	Being able to breakdown and interpret a song in English into ASL	All Vocab learned thus far plus more	*Song interpretation in ASL is a way deaf people can relate to music  *Form of Deaf Art	Translating English to ASL and being able to interpret the true meaning behind what a song means
<b>Unit 6</b>	<b>Health and Nutrition</b>	<p>“Me feel (personal health). Sometime me (illness and symptom)(date and time), me take (treatment). Me had (accident and symptom)(date and time), me go (medical personnel, place and care) and get (treatment). Me must healthy (diet, exercise, medication).”</p> <p>The student will be able to receptively understand videos related to different ailments and answer questions accordingly</p>	Health, Disease, Doctor, Cure, Temperature, ambulance, Flu, Medicine, Hospital, Cancer, Bronchitis, Diet, and exercise	*culturally deaf people really don't have great experience working with doctors *all hospitals are required to give an ASL interpreter to all deaf who come in	<p>*Shoulder shifting</p> <p>*ASL gloss</p> <p>*using facial expression and non-manual markers when signing about health</p> <p>*using yes/no questions, what Questions and negation and declarative statement</p>



**EAST ISLIP SCHOOL DISTRICT**  
**WORLD LANGUAGE DEPARTMENT'S CURRICULUM CONSENSUS MAP**  
**High School: American Sign Language III**

Topic		Receptive/Expressive Comprehension (Listening/Speaking)	Vocabulary	Culture	Grammar
<b>Unit 7</b>	<b>ASL Idioms</b>	<p>*The students will understand ASL idioms compared to idioms in English</p> <p>*The students will be able to expressively use ASL idioms in sentences</p> <p>*The students will be able to receptively use ASL idioms in sentences</p>	<p>-DO-DO-DO Can mean "what are you doing?" or you are in an awkward situation and wondering how to get out of it.</p> <p>-TOUCH+FINIS "Have you been to ...?" or "I have already been to..."</p> <p>-VOMIT! "I really hate that" or "I can't stand that" or "That is repulsive"</p> <p>-FUNNY^NONE "That's not funny" or "This is nothing to laugh at"</p> <p>-OUT-OF-SIGHT This idiom usually is used for something that is fantastic or for an individual who is superior to others.</p> <p>-O-I-C = "Oh, I see"</p> <p>-ON-THE-FENCE Similar to the English idiom.</p>	<p>*A general online dictionary defines "idiom" as "A speech form or an expression of a given language that is peculiar to itself grammatically or cannot be understood from the individual meanings of its elements."</p> <p>*In English, for example, "raining cats and dogs" for heavy rain, "break a leg" meaning "to wish someone good luck".</p> <p>American Sign Language (ASL) has a number of idioms of its own and a few idioms influenced by a spoken language (e.g. English). Both languages may share a few similar idioms.</p>	

\*ASL or American Sign Language follows the same NY State Common Core Content Standards Guidelines as any LOTE. All lessons are usually aimed to follow all 4 strands of the common core which would be listening, speaking, reading and writing. In ASL I assess the students on their listening or receptive skills by signing and them writing down the answer if it's either Vocab Quiz, Vocab Test, or watching me sign a story. Speaking or Signing Tasks usually are after vocab is introduced and they need to sign something to be about the topic being presented. Reading in ASL is always connected to any type of Deaf culture and since ASL does not have a written form when we focus on writing in ASL its usually using ASL Gloss and or breaking down the grammatical structure of ASL

