



## **American Sign Language III**

**Course Information**

<b>Grade(s):</b>	11, 12
<b>Discipline/Course:</b>	World Language
<b>Course Title:</b>	American Sign Language III
<b>Prerequisite(s):</b>	American Sign Language II
<b>Course Description:</b> <i>Program of Studies</i>	<p>In Level III, learners will continue to develop language skills and to increase their awareness of the target culture. The learner in level III will:</p> <ul style="list-style-type: none"> <li>● communicate and exchange information on familiar topics using a series of sentences.</li> <li>● participate in short social interactions by asking and answering a variety of questions.</li> <li>● understand the main idea and some specific information when interacting with authentic media sources.</li> <li>● infer the meaning of unfamiliar words in familiar contexts.</li> <li>● present information and personal preferences on familiar topics by creating with language.</li> <li>● produce sentences, series of sentences and some connected sentences.</li> </ul>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How has childhood changed over the years?</li> <li>● How does where I live influence what I eat?</li> <li>● What personal choices and external factors influence where people live?</li> <li>● What makes travel more than tourism?</li> </ul>
<b>Course Enduring Understandings:</b>	<p>Unit 1 - Childhood is an essential part of who we are.          Generations experience childhood differently.          Children have rights.</p> <p>Unit 2 - Dining customs vary by geography, socioeconomic factors and culture.          Awareness of diverse gastronomy fosters multicultural understanding.</p> <p>Unit 3 - Personal choice and imposed external factors (eg. geography, natural resources, climate, family</p>

	<p>structure, and cultural practices) influences where and how we live.</p> <p>Unit 4 - Travel opens our minds and enriches our view of the world.</p>
<b>Duration:</b>	1 year / 2 semesters
<b>Course Materials/Resources:</b>	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 <a href="http://asluniversity.com">asluniversity.com</a> , <a href="http://handspeak.com">handspeak.com</a> , <a href="http://learnhowtosign.org">learnhowtosign.org</a> , <a href="http://aslresources.net">aslresources.net</a> , Signing Savy, <a href="http://deafnewspaper.com">deafnewspaper.com</a> , <a href="http://gallaudet.edu">gallaudet.edu</a> , <a href="http://howyousign.com">howyousign.com</a>
<b>FPS Course Academic Expectation(s):</b>	<p><b>Synthesizing and Evaluating:</b> The student analyzes and interprets text, phenomena, or strategies to critically evaluate and synthesize information.</p> <p><b>Conveying Ideas:</b>The student expresses ideas clearly and effectively for the intended purpose and specific Audience.</p>
<b>Year at a Glance (Units):</b>	<p><b>Unit 1:</b> Personal and Public Identities - Childhood (~9-10 weeks)</p> <p><b>Unit 2:</b> Contemporary Life - The Art of Food (~9-10 weeks)</p> <p><b>Unit 3:</b> Family and Community - Home Sweet Home (~9-10 weeks)</p> <p><b>Unit 4:</b> Contemporary Life - Travel vs. Tourism (~9-10 weeks)</p>

<b>Unit Number and Title:</b>	Unit 1 - Personal and Public Identities - Childhood
<b>Unit Overview:</b>	Learners will explore how childhood experiences have changed over the years and what has impacted these changes. They will also examine the “Convention on the Rights of Children” (UNICEF) and its impact on children in the target culture and make recommendations to improve opportunities for all children.
<b>Duration:</b>	~ 9-10 weeks
<b>Resources:</b>	<i>See Course Information</i>
<b>Learning Goals</b>	
<b>Standard(s):</b>  Communication  Cultures  Connections	<p><b>COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</b></p> <p><b>Interpersonal Communication</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>Interpretive Communication</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>Presentational Communication</b> 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><b>CULTURES: Learners interact with cultural competence and understanding.</b></p> <p><b>Relating Cultural Practices to Perspectives</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>

	<p><b>Relating Cultural Products t Perspectives</b>          Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>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.</b></p> <p><b>Making Connections</b>          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><b>Acquiring Information and Diverse Perspectives</b>          Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
<b>Essential Question(s):</b>	How has childhood changed over the years?
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Childhood is an essential part of who we are.</li> <li>● Generations experience childhood differently.</li> <li>● Children have rights.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	Students will know and be able to: <ul style="list-style-type: none"> <li>● demonstrate an understanding of authentic text related to the unit.</li> <li>● describe children and typical childhood activities.</li> <li>● investigate and share information about childhood practices, products and perspectives such as games, toys, songs, cartoons, children’s day, etc.</li> <li>● describe specific childhood experiences.</li> <li>● describe what they used to do as a child.</li> <li>● interview adults and discuss the experiences of children in past generations.</li> <li>● share opinions about the rights of children and promote one.</li> </ul>

<b>Unit Number and Title:</b>	Unit 2 - Contemporary Life - The Art of Food
<b>Unit Overview:</b>	Learners will reflect on how geography influences what we eat, why we eat it, and how we eat it. They will also investigate the stereotypes related to eating habits around the world.
<b>Duration:</b>	~ 9-10 weeks
<b>Resources:</b>	<i>See Course Information</i>
<b>Learning Goals</b>	
<b>Standard(s):</b>  Communication  Cultures  Connections	<p><b>COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</b></p> <p><b>Interpersonal Communication</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>Interpretive Communication</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>Presentational Communication</b> 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><b>CULTURES: Learners interact with cultural competence and understanding.</b></p> <p><b>Relating Cultural Practices to Perspectives</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>Relating Cultural Products &amp; Perspectives</b></p>

	<p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>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.</b></p> <p><b>Making Connections</b> 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><b>Acquiring Information and Diverse Perspectives</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
<b>Essential Question(s):</b>	How does where we live influence what we eat?
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Dining customs vary by geography, socioeconomic factors and culture.</li> <li>● Awareness of diverse gastronomy fosters multicultural understanding.</li> </ul>
<p><b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> <li>● demonstrate an understanding of authentic text related to the unit.</li> <li>● describe typical food and meals across the United States and in other cultures.</li> <li>● describe typical dining habits and customs in the United States and the target culture.</li> <li>● investigate typical dishes and meals from different locations and explain why they are popular (influence of geographic and economic factors.)</li> <li>● explore restaurant websites and read reviews in order to make recommendations on where to eat.</li> <li>● ask and answer questions related to dining customs and etiquette.</li> </ul>

<b>Unit Number and Title:</b>	Unit 3 - Family and Community - Home Sweet Home
<b>Unit Overview:</b>	Learners will become familiar with types of dwellings that exist and investigate the geographical, economical, and/or cultural perspectives that affect the concept of home. They will also explore types of chores.
<b>Duration:</b>	~ 9-10 weeks
<b>Resources:</b>	<i>See Course Information</i>
<b>Learning Goals</b>	
<b>Standard(s):</b>  Communication  Cultures  Connections	<p><b>COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</b></p> <p><b>Interpersonal Communication</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>Interpretive Communication</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>Presentational Communication</b> 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><b>CULTURES: Learners interact with cultural competence and understanding.</b></p> <p><b>Relating Cultural Practices to Perspectives</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>



	<p><b>Relating Cultural Products &amp; Perspectives</b>          Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>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.</b></p> <p><b>Making Connections</b>          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><b>Acquiring Information and Diverse Perspectives</b>          Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
<b>Essential Question(s):</b>	What personal choices and external factors influence where people live?
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Personal choice and imposed external factors (eg. geography, natural resources, climate, family structure, and cultural practices) influence where and how we live.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	Students will know and be able to: <ul style="list-style-type: none"> <li>● demonstrate an understanding of authentic text related to the unit.</li> <li>● compare and contrast housing around the world.</li> <li>● analyze real estate ads and the cost of housing.</li> <li>● research environmental and technological housing initiatives.</li> <li>● share opinions of housing preferences and ask appropriate follow-up questions.</li> <li>● explain what to do to maintain a home.</li> </ul>

<b>Unit Number and Title:</b>	Unit 4 - Contemporary Life - Travel vs Tourism
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<b>Unit Overview:</b>	Learners will explore what makes travel more than tourism.
<b>Duration:</b>	~ 9-10 weeks
<b>Resources:</b>	<i>See Course Information</i>
<b>Learning Goals</b>	
<b>Standard(s):</b> Communication Cultures Connections	<p><b>COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</b></p> <p><b>Interpersonal Communication</b>          Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>Interpretive Communication</b>          Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>Presentational Communication</b>          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><b>CULTURES: Learners interact with cultural competence and understanding.</b></p> <p><b>Relating Cultural Practices to Perspectives</b>          Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>Relating Cultural Products t Perspectives</b>          Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>

	<p><b>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.</b></p> <p><b>Making Connections</b>          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><b>Acquiring Information and Diverse Perspectives</b>          Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What makes travel more than tourism?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Travel opens our minds and enriches our view of the world.</li> </ul>
<b>Learning Goal(s):</b> <i>Learners will be able to use their learning to:</i> (Content/ Skills)	Students will know and be able to: <ul style="list-style-type: none"> <li>● demonstrate an understanding of authentic text related to the unit.</li> <li>● share reasons for visiting different locations.</li> <li>● describe the benefits of traveling beyond their community.</li> <li>● recommend things to do to get “inside” a culture.</li> <li>● research destinations and plan a trip.</li> </ul>