





American Sign Language 1

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: American Sign Language 1		
Course Title:	American Sign Language 1		
Prerequisite(s):	N/A		
Course Description: <i>Program of Studies</i>	This 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 that exists in the United States. Students will also learn the foundations of sign language and fingerspelling in order to communicate both receptively and expressively.		
Course Essential Questions:	<ul style="list-style-type: none"> ● How do I introduce myself and interact with Deaf, Hard of Hearing and other ASL users? ● How does family and community influence me? ● How do I build strong bonds with peers through communication? ● How do I talk about my school life? ● How do I connect with people in my school building? ● What makes a travel destination special? ● What are some popular and local foods in my area? ● How do I use my imagination for understanding Deaf artists? ● How do I appreciate the difference between Resistive & Affirmative De'Via art? 		
Course Enduring	<ul style="list-style-type: none"> ● In order to interact with and introduce myself to someone in the Deaf community, I 		

Understandings:	<p>need a strong understanding of the ASL alphabet, the numbers 0-100 and other important introductory phrases.</p> <ul style="list-style-type: none"> ● My relationships with both family and friends help to shape who I am! ● Being an active member of my school community fosters a strong sense of identity and belonging. ● There are many factors to consider when deciding where to travel. ● I enjoy hanging out with my friends in local establishments. ● Comparing different pieces of De'Via art helps me to have a deeper connection to the Deaf community and a better understanding of why this artwork originated. 	
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
Course Materials/Resources:	Lifeprint, Creative ASLTeaching, The Daily Moth	
FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
Year at a Glance (Units):	<p>Unit 1 - The ABC's of ASL  (~6-7 weeks)</p> <p>Unit 2 - Life Stages, Relationships & Exploring Family Life!  (~6-7 weeks)</p>	


Unit 3 - Mastering Time & Conquering Your High School Schedule!

 (~6-7 weeks)

Unit 4 - Traveling the Country 1 Bite at a Time!

 &  (~7-8 weeks)

Unit 5 - The Arts! Unlocking Your Imagination in the Arts & Music.

 (~5-6 weeks)

Unit Number and Title:	Unit 1 - The ABCs of ASL
Duration:	~ 6-7 weeks
Resource(s):	See general course materials.
Unit Overview:	In this unit, students will be introduced to Deaf culture, learn the beginnings of the alphabet and provide brief descriptions of themselves.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> ● How do I introduce myself and interact with Deaf, Hard of Hearing and other ASL users?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● In order to interact with and introduce myself to someone in the Deaf community, I need a strong understanding of the ASL alphabet, the numbers 0-20 and other important introductory phrases.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the manual ASL alphabet. ● the concept that ASL is unique to America. ● the difference between “Deaf” and “deaf”. ● basic classroom expressions. ● vocabulary related to feelings/emotions. ● basic greetings in order to make introductions. ● adjectives to describe people. ● numbers 0-20. ● the month associated with their birthday. ● the verb “to like” and “dislike”. ● and be introduced to question words. ● the concept that word order in ASL is different than in English. ● basic classifiers. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● fingerspell their first and last name. ● get someone's attention without the use of their voice. ● recognize that there are different sign languages around the world. ● distinguish between “Deaf” and “deaf”. ● observe how facial expressions and body language play a key role in communication. ● understand and follow basic classroom instructions in ASL.

- identify and use appropriate gestures in order to get someone's attention.
- introduce and describe themselves.
- say how they are feeling at the moment.
- fingerspell names and other words that do not have an associated sign.
- ask and answer simple yes / no questions.
- sign the numbers 0-20 in order to express age and dates.
- list their likes and dislikes.
- recognize that the “1” hand cl:1 represents a person.

Unit Number and Title:	Unit 2 - Life Stages, Relationships & Exploring Family Life!
Duration:	~ 6-7 weeks
Resource(s):	See general course materials.
Unit Overview:	In this unit, students will continue their exploration of Deaf culture and American Sign Language as it relates to family, family celebrations and communities.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> ● How does family and community influence me? ● How do I build strong bonds with peers through communication?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● My relationships with both family and friends help to shape who I am.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to family members and their relationships (including pets). ● adjectives to describe their family members. ● vocabulary related to places around town. ● comparative and superlative words such as better, oldest etc. ● the concept of “topic comment” for story telling. ● possessive adjectives. ● ordinal numbers. ● what classifiers are and how they represent people, places and things. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● discuss and describe their family & relationships. ● use contrastive structure to compare family members and peers. ● sign ordinal #'s for ranking (ie. birth order). ● create, sign, & interpret a family tree. ● sign the ages of their family members and peers. ● tell where people go throughout their day. ● use personal and possessive pronouns to tell relationships. ● ask simple questions about family members and other people. ● express likes and dislikes of themselves and others. ● understand the concept of “topic comment” for story telling. ● visually communicate information about more than 1 person using appropriate classifiers.

Unit Number and Title:	Unit 3 - Mastering Time & Conquering Your High School Schedule!
Duration:	~ 6-7 weeks
Resource(s):	See general course materials.
Unit Overview:	In this unit, students will investigate what a typical school day is like for a Deaf or Hard-of-Hearing person and will compare and contrast it 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):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> ● How do I talk about my school life? ● How do I connect with people in my school building?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Being an active member of my school community fosters a strong sense of identity and belonging.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to school schedules such as period, class etc. ● vocabulary related to different types of schools. ● vocabulary related to school subjects. ● vocabulary related to school personnel. ● vocabulary related to locations in a school building. ● vocabulary related to extracurricular activities. ● the history and importance of Gallaudet University and Deaf residential schools. ● numbers 1 - 100. ● days of the week and months of the year. ● grade levels in school. ● time indicators such as o'clock, morning, noon etc. ● questions words (who, what, where, when, why, how). <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● express time and receptively read time in ASL. ● interpret and follow school schedules. ● sign different classes and terms related to school. ● sign different staff members in the educational field. ● discuss their school schedule with times, subjects, room numbers and teacher's name. ● create a school schedule. ● express all the grades in High School. ● ask and answer questions about peers' school schedules. ● express likes and dislikes about school.

Unit Number and Title:	Unit 4 - Traveling the Country One Bite at a Time!
Duration:	~ 7-8 weeks
Resource(s):	See general course materials.
Unit Overview:	In this unit, students will explore regional foods, everyday meals and local restaurants. They will discuss meals including when they eat those meals. Learners will also explore weather and how it impacts plans for certain activities. Learners will discuss travel as it relates to navigating restaurants and travel destinations.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p>

	<ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What makes a travel destination special? ● What are some popular and local foods in my area?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● There are many factors to consider when deciding where to travel. ● I enjoy hanging out with my friends in local establishments.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to food and drink. ● vocabulary related to money signs. ● vocabulary related to transportation options. ● vocabulary related to travel. ● signs for states, some countries and some cities. ● the concept of role shifting for storytelling. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● discuss food related signs. ● discuss what they eat. ● provide prices for food items on a menu. ● compare expensive vs inexpensive menu items. ● share likes and dislikes about favorite and least favorite foods. ● talk about transportation options. ● plan and talk about a road trip, where would you go - what would you pack and information about food on that trip. ● discuss travel through the USA. ● plan and talk about a road trip. ● tell a story about a trip. ● create a meal. ● order food in a restaurant.

Unit Number and Title:	Unit 5 - The Arts! Unlocking Imagination in the Arts & Music.
Duration:	~ 5-6 weeks
Resource(s):	See general course materials.
Unit Overview:	In this unit, students will explore creativity and the use of their imagination. They will be exposed to Deaf Art (De'Via) and music while exploring other ways that creativity can be expressed through their imagination.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1)

	<ul style="list-style-type: none"> ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● How do I use my imagination for understanding Deaf artists? ● How do I appreciate the difference between Resistive & Affirmative De'Via art?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Comparing different pieces of De'Via art helps me to have a deeper connection to the Deaf community and a better understanding of why this artwork originated.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to artwork (painting, picture, viewpoint etc.) ● select vocabulary related to other types of art (poetry, music, dance etc.) ● verbs associated with interpreting artwork (describe, compare, create etc.) ● various pieces of De'Via Art. ● Deaf cultural icons in the Arts. ● the history of the De'Via Art movement. ● the difference between resistive and affirmative art. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● define and discuss De'Via art. ● identify how De'Via artists express their creativity through art and other means. ● identify Deaf cultural icons in the Arts both past and present. ● create a piece of De'Via art with one's own interpretation. ● understand the DeVia movement. ● describe and discuss various pieces of resistive and affirmative art. ● understand the Deaf Community's connection to Art.