



# **American Sign Language 3**

## **Honors**

<b>Grade(s):</b>	<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 _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> American Sign Language 3 Honors		
<b>Course Title:</b>	American Sign Language 3 H		
<b>Prerequisite(s):</b>	American Sign Language 2 <i>or</i> Teacher Recommendation		
<b>Course Description:</b> <i>Program of Studies</i>	<p>In Level 3, learners will continue to develop language skills and to increase their awareness of the target culture. The learner in level 3 will:</p> <ul style="list-style-type: none"> <li>● communicate and exchange information on familiar topics.</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>● What is life like for a child in the Deaf community?</li> <li>● How can I become an advocate for the Deaf community?</li> <li>● What do I need to know in order to prepare a meal?</li> <li>● How do I ensure that everyone at the dinner table feels included?</li> </ul>		

	<ul style="list-style-type: none"> <li>• What does a “Deaf Friendly” home look like?</li> <li>• What devices are used in the home to support D/deaf people?</li> <li>• What factors do we consider when choosing our bucket list travel destinations or experiences?</li> <li>• What opportunities make a travel experience welcoming to the Deaf community?</li> </ul>	
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Deaf individuals experience barriers that others may not.</li> <li>• It is important to educate people on the challenges that D/deaf individuals face in everyday life.</li> <li>• There are specific steps that must be taken when successfully preparing a meal.</li> <li>• It is important to be aware of certain unintentional isolation when interacting with someone in the Deaf community.</li> <li>• Homes for members of the D/deaf community include devices that make their lives more accessible.</li> <li>• People make their travel plans and choose destinations based on a variety of factors.</li> <li>• “Welcoming” travel experiences address the communication, cultural, and accessibility needs of the D/deaf community.</li> </ul>	
<b>Duration: Credit:</b>	<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
<b>Course Materials/Resources:</b>	Lifeprint, Creative ASLTeaching, The Daily Moth.	
<b>FPS Course Academic Expectation(s):</b>	<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):**

**Unit 1 - Childhood in the Deaf Community**  (~9-10 weeks)

**Unit 2 - The Art of Food**  (~9-10 weeks)

**Unit 3 - Home Sweet Home**  (~9-10 weeks)

**Unit 4 - Let's take a Trip!**  (~9-10 weeks)

<b>Unit Number and Title:</b>	<b>Unit 1 - Childhood in the Deaf Community</b>
<b>Unit Overview:</b>	In this unit, students will understand what life is like for children in the Deaf community. Students will learn how to become an advocate for children in the Deaf community.
<b>Duration:</b>	~ 9-10 weeks
<b>Resources:</b>	See general course materials.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What is life like for a child in the Deaf community?</li> <li>• How can I become an advocate for the Deaf community?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Deaf individuals experience barriers that others may not.</li> <li>• It is important to educate people on the challenges that D/deaf individuals face in everyday life.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• ADA Laws.</li> <li>• situations where ADA Laws apply.</li> <li>• differences between Deaf education and public education.</li> <li>• vocabulary related to childhood activities.</li> <li>• vocabulary related to occupations held in the community.</li> <li>• language related to advocacy for and by Deaf citizens.</li> <li>• interrogative words.</li> <li>• the formal language necessary for writing a letter to a school/business.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• understand ADA Laws.</li> <li>• effectively advocate for the Deaf community.</li> <li>• describe children and typical childhood activities in the Deaf community.</li> <li>• investigate and share information about childhood practices, products and perspectives such as games, toys, songs, cartoons, children’s day, etc.</li> <li>• interview adults and discuss the experiences of children in past generations.</li> <li>• understand the challenges of finding employment for members of the Deaf community.</li> <li>• share opinions about the rights of children.</li> <li>• write a letter to a school/business explaining ADA Law and provide helpful resources and suggestions.</li> <li>• compare their childhood experiences to those of children in the Deaf community.</li> <li>• develop a deeper understanding of the challenges faced by Deaf children.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - Food Prep and Deaf Etiquette Made Easy</b>
<b>Unit Overview:</b>	In this unit, students will learn to prepare food using specific steps as well as understand the concept of “dinner table” syndrome in Deaf culture.
<b>Duration:</b>	~ 9-10 weeks
<b>Resources:</b>	See general course materials.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What do I need to know in order to prepare a meal?</li> <li>● How do I ensure that everyone at the dinner table feels included?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● There are specific steps that must be taken when successfully preparing a meal.</li> <li>● It is important to be aware of certain unintentional isolation when interacting with someone in the Deaf community.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to terms for preparing food.</li> <li>● adjectives for describing food.</li> <li>● vocabulary for measurement (tablespoon, cup etc.).</li> <li>● vocabulary related to kitchen items used for preparing food.</li> <li>● classifiers used to communicate where items are located, and how they are used within the environment.</li> <li>● the concept of “dinner table” syndrome in Deaf culture.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● create a cooking show and record episodes.</li> <li>● create a digital ASL Cookbook.</li> <li>● follow Deaf chefs’ recipes in ASL and recreate them with ingredients and proper steps.</li> <li>● incorporate appropriate signs for fractions when measuring.</li> <li>● reflect on ‘dinner table’ syndrome and what it means.</li> <li>● identify appropriate classifiers used to represent things in the kitchen.</li> <li>● understand the everyday communication barriers Deaf people face while dining with guests at home or in a restaurant.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3 - Home Sweet Home</b>
<b>Unit Overview:</b>	In this unit, students will become familiar with types of dwellings that exist and investigate the geographical, economic, and/or cultural perspectives that affect the concept of home. They will understand what makes a home “Deaf Friendly”.
<b>Duration:</b>	~ 9-10 weeks
<b>Resources:</b>	See general course materials.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What does a “Deaf Friendly” home look like?</li> <li>● What devices are used in the home to support D/deaf people?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Homes for members of the Deaf community include devices that make their lives more accessible.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● the signer’s perspective on furniture layout.</li> <li>● vocabulary related to rooms of the house and furniture.</li> <li>● what Deaf space is and how it translates into the everyday lives of Deaf people.</li> <li>● vocabulary related to different types of housing.</li> <li>● vocabulary related to materials used to build a house</li> <li>● D/deaf individuals use a variety of devices in their homes to enhance communication, safety, and accessibility. These include alerting devices, assistive listening devices, and smart home technologies.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● identify the rooms in the house and the furniture in those rooms.</li> <li>● understand and explain the concept of D/deaf space.</li> <li>● explain the materials used to build different types of housing.</li> <li>● discuss housing and space needed for communication in a Deaf person’s home.</li> <li>● identify and understand the different kinds of devices utilized in a Deaf person’s home.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4 - Let's take a Trip!</b>
<b>Unit Overview:</b>	In this unit, students will explore “bucket list” options for travel and plan for a trip, including international destinations.
<b>Duration:</b>	~ 9-10 weeks
<b>Resources:</b>	See general course materials.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What factors do we consider when choosing our bucket list travel destinations or experiences?</li> <li>• What opportunities make a travel experience welcoming to the Deaf community?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• People make their travel plans and choose destinations based on a variety of factors.</li> <li>• “Welcoming” travel experiences address the communication, cultural, and accessibility needs of the Deaf community.</li> </ul>
<b>Learning Goal(s):</b> <i>Learners will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• vocabulary related to country signs for international destinations.</li> <li>• stories about traveling through various countries.</li> <li>• vocabulary related to international travel (currency, cultural customs etc.).</li> <li>• travel packages and travel options.</li> <li>• how to make a travel budget.</li> <li>• the future tense to make and describe plans.</li> <li>• time indicators.</li> <li>• “wh” questions and clauses.</li> <li>• travel opportunities including Deaf festivals and events.</li> <li>• examples of Deaf travelers and their journeys.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• understand country signs for international destinations.</li> <li>• read travel itineraries and stories to identify pros and cons about different destinations and plans based on traveler preferences or needs.</li> <li>• share reasons for visiting different locations.</li> <li>• describe the benefits of traveling beyond their community.</li> <li>• make a travel budget.</li> <li>• recommend things to do to get “inside” a culture.</li> <li>• communicate in the future tense to say where they “will go”.</li> <li>• ask and answer travel related questions.</li> </ul>

- research destinations and plan a trip.
- explore Deaf-friendly travel opportunities.