







American Sign Language 4

Honors

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 4 Honors		
Course Title:	American Sign Language 4 H		
Prerequisite(s):	American Sign Language 3 H <i>or</i> Teacher Recommendation		
Course Description: <i>Program of Studies</i>	<p>In ASL 4, students will continue to develop language skills and increase their awareness of the target culture. The learner in level 4 will:</p> <ul style="list-style-type: none"> ● communicate and exchange information on familiar topics using phrases and simple sentences. ● handle short interactions by asking and answering simple questions. ● understand words, phrases, and formulaic language that have been memorized in order to get the meaning of the main idea and a few supporting details from simple, highly predictable texts. ● understand the main idea and some specific information when watching short, routine conversations and simple announcements and reports. ● make basic inferences based on background and prior knowledge. ● sign lists and short messages, producing a series of sentences. 		

Course Essential Questions:	<ul style="list-style-type: none"> ● What are the various educational options for Deaf and Hard of Hearing children? ● How does ASL play a role in the education of D/deaf and hard-of-hearing children? ● How are residential schools important to D/deaf education? ● How are Deaf characters portrayed in literature? ● What is the importance of Deaf literature? ● What are the key aspects of Deaf literature? ● What is included in ASL literature? ● Why is ASL literature crucial to Deaf culture? ● What are the key elements in ASL Literature? ● How has the media historically portrayed the Deaf community and its language, and what are the consequences of these portrayals? ● How does the Deaf community view ASL as a language and a cultural expression? ● What is the importance of authentic representation of Deaf people and their culture in media, and how can it be achieved? 	
Course Enduring Understandings:	<ul style="list-style-type: none"> ● There are various educational options presented to parents for their deaf and hard-of-hearing children. ● ASL is a language with full access for the D/deaf and H/hard of H/hearing community. ● Residential schools are a place where ASL is used with Pride. ● Literature can reflect and challenge societal perceptions of Deaf characters and experiences. ● Students will grasp that Deaf individuals, through literature, can explore themes of communication, identity, and belonging, ultimately fostering a deeper understanding of diverse perspectives. ● Students can recognize the importance of representation and the impact of how characters are portrayed in shaping societal views. ● The portrayal of American Sign Language (ASL) and Deaf culture in media has been evolving, with a shift towards more accurate and authentic representations. ● Historical misrepresentations have had a lasting impact, leading to negative stereotypes and perceptions within the hearing world. 	
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 ASL Teaching, 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 - Educational Pathways for the Deaf  (~10 weeks)</p> <p>Unit 2 - Deaf Characters in Literature  (~ 10 weeks)</p> <p>Unit 3 - The Rich World of ASL Literature  (~ 10 weeks)</p> <p>Unit 4 - ASL and Deaf Culture in the Media  (~ 10 weeks)</p>	

Unit Number and Title:	Unit 1 - Educational Pathways for the Deaf
Duration:	~ 10 weeks
Resource(s):	See general course materials
Unit Overview:	In this unit, students will learn to talk about Deaf Educational options as well as the pros and cons of each one. Students will compare and develop opinions on Deaf Educational choices. Students will connect with the importance of ASL in education.
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 are the various educational options for D/deaf and H/hard of hearing children? • How does ASL play a role in the education of D/deaf and H/hard of hearing children? • How are residential schools important to D/deaf education?
Enduring Understanding(s):	<ul style="list-style-type: none"> • There are various educational options presented to parents for their D/deaf and H/hard of hearing children. • ASL is a language with full access for the D/deaf and H/hard of hearing community. • Residential schools are a place where ASL is used with Pride.
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"> • various educational options in D/deaf education. • vocabulary related to D/deaf educational options. • space shifting when making comparisons. • non manual markers when transitioning. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> • discuss the various D/deaf education options to define a bilingual/bicultural approach to D/deaf education. • express their opinions on the various D/deaf educational options. • connect the importance of residential schools Deaf culture and education. • discuss the importance of ASL in D/deaf education. • make comparisons about educational options. • participate in a group discussion and debate in ASL.

Unit Number and Title:	Unit 2 - Deaf Characters in Literature
Duration:	~ 10 weeks
Resource(s):	See general course materials
Unit Overview:	In this unit, students will learn and discuss Deaf characters in literature that are increasingly featured, reflecting the growing diversity and representation in literary works. They showcase the experiences and perspectives of D/deaf individuals, exploring themes of communication, identity, and belonging.
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 are Deaf characters portrayed in literature? • What is the importance of Deaf literature? • What are the key aspects of Deaf literature?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Literature can reflect and challenge societal perceptions of Deaf characters and experiences. • Through literature, students will understand themes of communication, identity, and belonging, ultimately fostering a deeper understanding of diverse perspectives of Deaf individuals. • Students will recognize the importance of representation and the impact of how characters are portrayed in shaping societal views.
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 definition of Deaf Literature. • vocabulary related to D/deaf characters. • how to use WH-word questions effectively. • important stories related to Deaf News. • elements of retelling a story with a Deaf character. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> • define Deaf Literature. • create a list of books with Deaf/HH characters. • create a critique chart for character comparison with a partner. • read and interpret stories related to Deaf News. • read a novel with a Deaf character and participate in group discussions. • create a lesson related to chapters in the book.

Unit Number and Title:	Unit 3 - The Rich World of ASL Literature
Duration:	~ 10 weeks
Resource(s):	See general course materials
Unit Overview:	In this unit, students will learn that ASL Literature encompasses a variety of literary forms conveyed through ASL, including poetry, stories, essays and plays based on real-life events, often including humor, struggles, and expressions of Deaf identity.
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 is included in ASL literature? ● Why is ASL literature crucial to Deaf culture? ● What are the key elements in ASL Literature?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● ASL literature is crucial for preserving and celebrating Deaf Culture. ● ASL literature is a visual form of storytelling that reflects aspects of the Deaf experience and their identity.
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"> ● elements of good storytelling in ASL. ● translations of English to ASL. ● children’s stories in ASL. ● storytelling techniques such as role shift and other ways to engage an audience. ● the elements of a book discussion. ● classifiers used when storytelling. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● independently research and choose appropriate translations of English to ASL ● perform an ABC story ● create a video interpreting a children’s story into ASL ● create a lesson plan to lead a book discussion ● perform an original story or poem in ASL using all important elements ● incorporate multiple types of classifiers and at least 5 NMM into an original story or poem ● use storytelling techniques such as role shift and other ways to engage an audience ● explain how poetry connects to Deaf Culture

Unit Number and Title:	Unit 4 - ASL and Deaf Culture in the Media
Duration:	~ 10 weeks
Resource(s):	See general course materials
Unit Overview:	In the media, American Sign Language (ASL) and Deaf Culture are often intertwined, an accurate representation is crucial for understanding and appreciating Deaf communities. This includes portraying ASL as a distinct language, utilizing qualified Deaf professionals, and featuring Deaf actors and creators in significant roles.
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 has the media historically portrayed the Deaf community and its language, and what are the consequences of these portrayals? ● How does the Deaf community view ASL as a language and a cultural expression? ● What is the importance of authentic representation of Deaf people and their culture in media, and how can it be achieved?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● The portrayal of American Sign Language (ASL) and Deaf culture in media has been evolving, with a shift towards more accurate and authentic representations. ● Historical misrepresentations have had a lasting impact, leading to negative stereotypes and perceptions within the hearing world.

<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● deaf community norms such as eye contact, touch, and the importance of direct communication. ● the concept of Deaf identity. ● common misrepresentations and stereotypes of Deaf individuals in film, television and online media. ● vocabulary related to stereotypes. ● adjectives to describe people. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● explore Deaf community norms such as eye contact, touch, and the importance of direct communication. ● explore the importance of Deaf identity and the pivotal role of ASL in its expression. ● develop skills for creating accessible media, such as using captions, providing ASL interpretation, and enduring inclusivity in language and content. ● discuss ethical considerations in media representation, including respect for the Deaf. ● analyze how Deaf individuals and American Sign Language are depicted in film, television, and online media. ● consider the impact of misrepresentation and stereotypes.
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