



Mount Pleasant Central School District

American Sign Language III, World Languages

We believe in fostering lifelong language learning through engagement, cultural understanding and open mindedness; in cultivating and nurturing world citizens to move forward in a diversified, global society; in promoting language production in order to encourage world readiness; and in the importance of acquiring functional proficiency at each level in the target languages.

In learning ASL III, you will understand the truth of the words of Dr. I. King Jordan, the first Deaf president of Gallaudet University: “Deaf people can do anything hearing people can, except hear.” and the beauty of the Deaf community. You will be empowered to engage confidently with the Deaf. Interactive activities will provide you with the opportunity to practice and solidify your skills. Together, we'll continue to learn essential vocabulary, grammar, and the rich history that define American Sign Language and Deaf Culture. Assessments will be based on Three Modes of Communication:

1. Interpersonal- the ability to understand and interact in conversations that use signs, spoken words, or both. This includes sharing information, reactions, feelings, and opinions
2. Presentational- clarity and accuracy of sign production, fluency or smoothness of sign and fingerspelling production, and use of ASL grammar in sentences in conversation and storytelling
3. Interpretive Listening-Not only with signs, but with Deaf Literature and Art.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
I am Special and loved	September-October	-Identity -Social Relationships -Contemporary Life -Leisure -Community	-Alright -Answer-[order, report, respond] -Different -Date	Interpretive Communication	Learners understand, interpret, and analyze information heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.	Culture & History topic: Who was Edward Miner Gallaudet?	Presentational: narratives

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Let's Party and Play	November -December	-Food -Leisure -Social Justice	-Party -Birthday -Baseball -Soccer	Relating Cultural Practices and Products to Perspectives	Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.	Titles or titles of address ADA: Americans with Disabilities Act: Glossing Gender NAD LAC:	Receptive: Students will watch and interpret

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Freedom	January/ February	<ul style="list-style-type: none"> -Social Justice -Civil rights -Technology -Government & Economics 	<ul style="list-style-type: none"> -Cochlear Implant -Conflict 	Relating Cultural Practices and Products to Perspectives	Learners use knowledge of classical languages to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.	<p>National Association of the Deaf Age of graduation: legal rights</p> <p>Signaling Devices: person of events, situations, or changes</p> <p>Cochlear Implants: Registry of Interpreters for the Deaf</p>	<p>Interpersonal: Students will partner and have dialogue discussions</p> <p>Paper on one of the Big Ideas</p>
Take a Breath and Relax or Don't Sweat the Small Stuff	March/April	<ul style="list-style-type: none"> -Technology -Media -Social Media -Government -History -Social Justice 	<ul style="list-style-type: none"> -Argue -Awkward/clumsy determine] (terminate) -Excommunicate [congress, faculty, senate, staff] 	Cultural Comparisons	Learners use the target language to compare the products and practices of the cultures studied and their own.	<p>Video Relay Service Hearing Ear Dogs:</p> <p>Deaf Way International Conference</p>	Students will demonstrate their ability to expressive and interpretive skills

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??	May/June	-Social Justice -Art -Legends	-		Idioms Puns Creative Signing	Passive and active voices in sign language Interpreter: national interpreter certification from the Registry of Interpreters for the Deaf	Through exams and discussion, students are assessed on their knowledge of etiquette, beliefs, attitudes, and history that shape our identity and strengthen social connections.

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