

American Sign Language - Grade 3 Curriculum

Content Area: **World Languages**
Course(s): **American Sign Language – Grade 3**
Time Period: Once per week
Length: Full year
Status: **Not Published**

Course Overview: Objectives

Throughout this course students will learn beginner level vocabulary and grammar for American Sign Language. The lessons will include topics such as foundations, everyday life, personal life, community and time. Students will use the skills learned to complete projects, video assignments, and tests. Students will understand American Sign Language and Deaf Culture.

Course Name, Length, Date of Revision and Curriculum Writer

Course Name: American Sign Language - Grade 3

Length: Full Year (one lesson per week)

Date of Revision: April 2026

Curriculum Writer: Bridget Vicini

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Unit 1: Introductions, Alphabet, & Feelings

Content Area: **World Languages**
Course(s): American Sign Language – Grade 3
Time Period: Once per week
Length: Full year
Status: **Awaiting Review**

Summary of the Unit

Students will learn how to introduce themselves, express their emotions, and fingerspell names using American Sign Language. Students will utilize the vocabulary and grammar they learned in the unit to complete assignments and practice their conversation skills.

Enduring Understandings

ASL uses space and visual elements to convey meaning.

There are 5 key components to signs including: handshape, palm orientation, movement, location and non-manual signals.

Facial expressions and body shifts are important to convey information.

Learning ASL will provide students with an understanding of Deaf culture and the Deaf community.

Essential Questions

- How can learning a new language like ASL help us see and understand different cultural viewpoints?
- How do non-manual markers, such as facial expressions and body language, change the meaning of a sign?
- How do the structure and rules of ASL compare to spoken languages like English?
- How do you introduce yourself in American Sign Language?
- How does ASL change your perspective on communication and the world around you?
- How is fingerspelling used within ASL, and how is it different from a one-to-one translation of English?
- What is important to remember when using American Sign Language to express emotions?

Unit Summative Assessment and Alternate Assessment Options

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities and group projects.

Resources

Proximity Learning Lesson Materials

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Formative and Summative Assessments
3-5 days	SWBAT fingerspell letters A-Z in the alphabet. SWBAT fingerspell their name	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects
3-5 days	SWBAT sign the word for "Happy" and "Sad". SWBAT sign how they are feeling as part of an introduction.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

		Individual & group presentations	
		Collaborative projects	
3-5 days	SWBAT ask two WH-questions.	May include:	May include:
	SWBAT answer two WH- questions.	Direct instruction: video demonstration and teacher led	Comprehension check: Multiple Choice Questions
		Discussion Board Activities	Written Translations for video
		Collaborative Practice - Group Role Playing & Simulations	Student Recorded Video Projects
		Individual & group presentations	
		Collaborative projects	

Standards for Course Content Area and Cross Content Standards Addressed

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Students with Disabilities:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- IEP modifications as listed will be implemented.

Multilingual Learners:

- Peer liaison
- Visual Aids
- Pre-teach key vocabulary and concepts.
- Provide opportunities for peer collaboration and language practice

Gifted Students:

- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Provide opportunities for independent research and exploration.
- Allow for student-led projects and presentations.
- Provide opportunities for leadership and mentorship in group activities.

504 Eligible:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

At Risk Students:

- IEP modifications as listed will be implemented.
- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
PFL.9.1.5.RMI.1	Identify risks that individuals and households face.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). An individual's passions, aptitude and skills can affect his/her employment and earning potential.

Computer Sci Design Thinking

CS.3-5.8.1.5.AP.4

Break down problems into smaller, manageable sub-problems to facilitate program development.

CS.3-5.8.1.5.CS.2

Model how computer software and hardware work together as a system to accomplish tasks.

Unit 2: Family, Colors, & Food

Content Area: **World Languages**
Course(s): American Sign Language – Grade 3
Time Period: Once per week
Length: Full year
Status: **Awaiting Review**

Summary of the Unit

In this unit students will learn to count using American Sign Language. They will learn vocabulary for family members, colors and foods. Students will use the vocabulary they learned to describe their family members' favorite things and the things they dislike.

Enduring Understandings

ASL uses space and visual elements to convey meaning.

There are 5 key components to signs, including handshape, palm orientation, movement, location and non-manual signals.

Facial expressions and body shifts are important to convey information.

Learning ASL will provide students with an understanding of Deaf culture and the Deaf community.

Essential Questions

- How can learning a new language like ASL help us see and understand issues from different cultural viewpoints?
- How do the structure and rules of ASL compare to spoken languages like English?
- How do you differentiate between male and female when using sign language to describe family members?
- How does ASL change your perspective on communication and the world around you?
- Why are facial expressions so important when using American Sign Language?

Unit Summative Assessment and Alternate Assessment Options

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities and group projects.

Resources

Proximity Learning Lessons and Materials

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Formative and Summative Assessments
3-5 days	SWBAT identify the signs for "Mother", "Father" and "Family". SWBAT count to 30 using American Sign Language.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects
3-5 days	SWBAT sign four types of fruits. SWBAT identify the signs for 5 colors. SWBAT sign their favorite and least favorite snack.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

		Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	
3-5 days	SWBAT describe a family member's favorite food. SWBAT describe a family member's favorite color. SWBAT use American Sign Language to list the food they dislike.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

Standards for Course Content Area and Cross Content Standards Addressed

WL.NM.7.1.NM.IPERS.4

Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

WL.NM.7.1.NM.IPRET.2

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Students with Disabilities:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- IEP modifications as listed will be implemented.

Multilingual Learners:

- Peer liaison
- Visual Aids
- Pre-teach key vocabulary and concepts.
- Provide opportunities for peer collaboration and language practice

Gifted Students:

- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Provide opportunities for independent research and exploration.
- Allow for student-led projects and presentations.
- Provide opportunities for leadership and mentorship in group activities.

504 Eligible:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

At Risk Students:

- IEP modifications as listed will be implemented.
- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

Computer Sci Design Thinking

CS.3-5.8.1.5.CS.1	Model how computing devices connect to other components to form a system.
CS.3-5.8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
CS.3-5.8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
CS.3-5.8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
PFL.9.1.5.FP.3	Analyze how spending choices and decision-making can result in positive or negative consequences.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.7	Identify factors to consider before starting a business.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

Unit 3: School Life & Preferences

Content Area: **World Languages**
Course(s): American Sign Language – Grade 3
Time Period: Once per week
Length: Full year
Status: **Awaiting Review**

Summary of the Unit

In this unit students will have the opportunity to learn about expressing preferences and using Yes/No and WH-questions. This unit includes vocabulary for items found in the school and people found in the school. The students will use what they learned to describe their school life in a recorded video.

Enduring Understandings

ASL uses space and visual elements to convey meaning.

There are 5 key components to signs, including handshape, palm orientation, movement, location and non-manual signals.

Facial expressions and body shifts are important to convey information.

Learning ASL will provide students with an understanding of Deaf culture and the Deaf community.

Essential Questions

- Why are facial expressions important when using WH- questions?
- How do the structure and rules of ASL compare to spoken languages like English?
- How can learning a new language like ASL help us see and understand issues from different cultural viewpoints?
- How do non-manual markers, such as facial expressions and body language, change the meaning of a sign?
- How does ASL change your perspective on communication and the world around you?
- How is fingerspelling used within ASL, and how is it different from a one-to-one translation of english?

Unit Summative Assessment and Alternate Assessment Options

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities and group projects.

Resources

Proximity Learning Lesson Materials and Resources

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Formative and Summative Assessments
3-5 days	SWBAT express their preferences by indicating items they like and dislike. SWBAT sign 2 different school subjects.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects
3-5 days	SWBAT identify their teacher and the subject they teach. SWBAT answer questions using the signs for "yes" and "no".	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

		Individual & group presentations	
		Collaborative projects	
3-5 days	SWBAT use fingerspelling to identify book titles. SWBAT describe their school schedule including the teacher's name and the class subject.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

Standards for Course Content Area and Cross Content Standards Addressed

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Students with Disabilities:

- Allow for more time on assessments and assignments (consistent with individual plans)

- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- IEP modifications as listed will be implemented.

Multilingual Learners:

- Peer liaison
- Visual Aids
- Pre-teach key vocabulary and concepts.
- Provide opportunities for peer collaboration and language practice

Gifted Students:

- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Provide opportunities for independent research and exploration.
- Allow for student-led projects and presentations.
- Provide opportunities for leadership and mentorship in group activities.

504 Eligible:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

At Risk Students:

- IEP modifications as listed will be implemented.
- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

Computer Sci Design Thinking

CS.3-5.8.1.5.AP.1	Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
CS.3-5.8.1.5.CS.1	Model how computing devices connect to other components to form a system.
CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.5.CP.1	Identify the advantages of maintaining a positive credit history.
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PFL.9.1.5.FP.1	Illustrate the impact of financial traits on financial decisions.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.9	Justify reasons to have insurance.
TECH.9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

Unit 4: Food & Meals

Content Area: **World Languages**
Course(s): American Sign Language – Grade 3
Time Period: Once per week
Length: Full year
Status: **Awaiting Review**

Summary of the Unit

In this unit students will revisit vocabulary related to food items. Students will use the terms they know, but will expand on the conversation to include types of meals eaten throughout the day, and identifying foods they like or dislike. Students will learn to build sentences using verbs and irregular verbs, including "have" and "want". The unit will conclude with students describing their favorite and least favorite meal in a video presentation.

Enduring Understandings

ASL uses space and visual elements to convey meaning.

There are 5 key components to signs, including handshape, palm orientation, movement, location and non-manual signals.

Facial expressions and body shifts are important to convey information.

Learning ASL will provide students with an understanding of Deaf culture and the Deaf community.

Essential Questions

- How does sentence structure in ASL differ from sentence structure in English?
- How can learning a new language like ASL help us see and understand issues from different cultural viewpoints?
- How do non-manual markers, such as facial expressions and body language, change the meaning of a sign?
- How does ASL change your perspective on communication and the world around you?
- How is fingerspelling used within ASL, and how is it different from a one-to-one translation of english?

Unit Summative Assessment and Alternate Assessment Options

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities and group projects.

Resources

Proximity Learning

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Formative and Summative Assessments
3-5 days	SWBAT sign 4 different vegetables. SWBAT sign 2 of their favorite foods.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects
3-5 days	SWBAT sign a sentence telling a classmate the type of food they "want". SWBAT sign a sentence telling a classmate the type of food they "have".	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

		Collaborative projects	
3-5 days	SWBAT sign a meal for breakfast, lunch and dinner. SWBAT sign 2 meals they dislike.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

Standards for Course Content Area and Cross Content Standards Addressed

WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Students with Disabilities:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)

- IEP modifications as listed will be implemented.

Multilingual Learners:

- Peer liaison
- Visual Aids
- Pre-teach key vocabulary and concepts.
- Provide opportunities for peer collaboration and language practice

Gifted Students:

- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Provide opportunities for independent research and exploration.
- Allow for student-led projects and presentations.
- Provide opportunities for leadership and mentorship in group activities.

504 Eligible:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

At Risk Students:

- IEP modifications as listed will be implemented.
- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

Computer Sci Design Thinking

CS.3-5.8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
CS.3-5.8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.5.FP.2	Identify the elements of being a good steward of money.
PFL.9.1.5.FP.3	Analyze how spending choices and decision-making can result in positive or negative consequences.
WRK.9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
WRK.9.2.5.CAP.9	Justify reasons to have insurance.
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.

Unit 5: Animals, Pets, & Opinions

Content Area: **World Languages**
Course(s): American Sign Language – Grade 3
Time Period: Once per week
Length: Full year
Status: **Awaiting Review**

Summary of the Unit

This unit will include vocabulary for animals found in various places such as the zoo, the farm, and the ocean. Students will use their knowledge of animal signs to describe the pets they have at home, their favorite types of animals and their least favorite animals. Students will learn the importance of facial expressions when describing things they like and dislike.

Enduring Understandings

ASL uses space and visual elements to convey meaning.

There are 5 key components to signs, including handshape, palm orientation, movement, location and non-manual signals.

Facial expressions and body shifts are important to convey information.

Learning ASL will provide students with an understanding of Deaf culture and the Deaf community.

Essential Questions

- How can learning a new language like ASL help us see and understand issues from different cultural viewpoints?
- How do the structure and rules of ASL compare to spoken languages like English?
- How does ASL change your perspective on communication and the world around you?
- How does the use of facial expressions change when describing something you "love" versus something you "dislike"?
- How is fingerspelling used within ASL, and how is it different from a one-to-one translation of English?

Unit Summative Assessment and Alternate Assessment Options

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities and group projects.

Resources

Proximity Learning Lesson Materials and Resources

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Formative and Summative Assessments
3-5 days	SWBAT sign 3 animals found at the farm. SWBAT sign 2 animals found in the ocean.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects
3-5 days	SWBAT identify the sign for their favorite animal. SWBAT identify the sign for their least favorite animal.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

		Individual & group presentations	
		Collaborative projects	
3-5 days	SWBAT describe the pets they have at home using ASL. SWBAT ask classmates about their favorite/least favorite animals in ASL.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

Standards for Course Content Area and Cross Content Standards Addressed

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Students with Disabilities:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)

- Preferential Seating (consistent with individual plans)
- IEP modifications as listed will be implemented.

Multilingual Learners:

- Peer liaison
- Visual Aids
- Pre-teach key vocabulary and concepts.
- Provide opportunities for peer collaboration and language practice

Gifted Students:

- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Provide opportunities for independent research and exploration.
- Allow for student-led projects and presentations.
- Provide opportunities for leadership and mentorship in group activities.

504 Eligible:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

At Risk Students:

- IEP modifications as listed will be implemented.
- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

Computer Sci Design Thinking

CS.3-5.8.1.5.AP.3	Create programs that include sequences, events, loops, and conditionals.
CS.3-5.8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development.
CS.3-5.8.1.5.CS.1	Model how computing devices connect to other components to form a system.

Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.5.PB.2	Describe choices consumers have with money (e.g., save, spend, donate).
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PFL.9.1.5.RMI.1	Identify risks that individuals and households face.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.8	Identify risks that individuals and households face.
TECH.9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.

Unit 6: Sports & Activities

Content Area: **World Languages**
Course(s): American Sign Language – Grade 3
Time Period: Once per week
Length: Full year
Status: **Awaiting Review**

Summary of the Unit

In this unit students will learn vocabulary for terms related to sports and activities. Students will use the vocabulary terms they have learned to identify their likes and dislikes as it relates to sports and activities. The students will have the opportunity to interview classmates in ASL to practice asking and answering questions.

Enduring Understandings

ASL uses space and visual elements to convey meaning.

There are 5 key components to signs, including handshape, palm orientation, movement, location and non-manual signals.

Facial expressions and body shifts are important to convey information.

Learning ASL will provide students with an understanding of Deaf culture and the Deaf community.

Essential Questions

- How could a Deaf athlete and a hearing athlete work together on a sports team to overcome communication barriers?
- How can learning a new language like ASL help us see and understand issues from different cultural viewpoints?
- How do non-manual markers, such as facial expressions and body language, change the meaning of a sign?
- How do the structure and rules of ASL compare to spoken languages like English?
- How does ASL change your perspective on communication and the world around you?
- How is fingerspelling used within ASL, and how is it different from a one-to-one translation of English?

Unit Summative Assessment and Alternate Assessment Options

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities and group projects.

Resources

Proximity Learning Lesson Materials and Resources

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Formative and Summative Assessments
3-5 days	SWBAT identify the signs for 3 different sports. SWBAT sign the terms for "win" and "lose".	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects
3-5 days	SWBAT sign 2 activities that they enjoy. SWBAT sign 2 activities that they dislike.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

		Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	
3-5 days	SWBAT ask a classmate their favorite and least favorite sport or activity in ASL. SWBAT sign their favorite sport/activity from favorite to least favorite.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

Standards for Course Content Area and Cross Content Standards Addressed

WL.NM.7.1.NM.IPERS.5

Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Students with Disabilities:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- IEP modifications as listed will be implemented.

Multilingual Learners:

- Peer liaison
- Visual Aids
- Pre-teach key vocabulary and concepts.
- Provide opportunities for peer collaboration and language practice

Gifted Students:

- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Provide opportunities for independent research and exploration.
- Allow for student-led projects and presentations.
- Provide opportunities for leadership and mentorship in group activities.

504 Eligible:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

At Risk Students:

- IEP modifications as listed will be implemented.
- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

Computer Sci Design Thinking

CS.3-5.8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
CS.3-5.8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.

Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.5.PB.1	Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
PFL.9.1.5.PB.2	Describe choices consumers have with money (e.g., save, spend, donate).
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Unit 7: Family, Age, & Holidays

Content Area: **World Languages**
Course(s): American Sign Language – Grade 3
Time Period: Once per week
Length: Full year
Status: **Awaiting Review**

Summary of the Unit

In this unit students will revisit the vocabulary terms for family members, and will learn new terms for extended family members. Students will learn how to sign their age as well as their family members' ages. In this unit students will begin to learn the signs for holidays and will use their knowledge to describe their favorite and least favorite holidays.

Enduring Understandings

ASL uses space and visual elements to convey meaning.

There are 5 key components to signs, including handshape, palm orientation, movement, location and non-manual signals.

Facial expressions and body shifts are important to convey information.

Learning ASL will provide students with an understanding of Deaf culture and the Deaf community.

Essential Questions

- What is different when signing someone's age versus signing a number?
- How can learning a new language like ASL help us see and understand issues from different cultural viewpoints?
- How do non-manual markers, such as facial expressions and body language, change the meaning of a sign?
- How do the structure and rules of ASL compare to spoken languages like English?
- How does ASL change your perspective on communication and the world around you?
- How is fingerspelling used within ASL, and how is it different from a one-to-one translation of English?

Unit Summative Assessment and Alternate Assessment Options

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities and group projects.

Resources

Proximity Learning Lesson Materials and Resources

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Formative and Summative Assessments
3-5 days	SWBAT recognize the sign for "brother" and "sister". SWBAT sign their immediate family members using ASL.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects
3-5 days	SWBAT ask "how old" their classmate is in ASL. SWBAT sign their age. SWBAT sign their siblings age.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities	May include: Comprehension check: Multiple Choice Questions Written Translations for video

		Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	Student Recorded Video Projects
3-5 days	SWBAT identify the sign for 3 different holidays. SWBAT sign their favorite and least favorite holiday.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

Standards for Course Content Area and Cross Content Standards Addressed

WL.NM.7.1.NM.PRSNT.1

Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

WL.NM.7.1.NM.PRSNT.2

State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

WL.NM.7.1.NM.PRSNT.4

Copy/write words, phrases, or simple guided texts on familiar topics.

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Students with Disabilities:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- IEP modifications as listed will be implemented.

Multilingual Learners:

- Peer liaison
- Visual Aids
- Pre-teach key vocabulary and concepts.
- Provide opportunities for peer collaboration and language practice

Gifted Students:

- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Provide opportunities for independent research and exploration.
- Allow for student-led projects and presentations.
- Provide opportunities for leadership and mentorship in group activities.

504 Eligible:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

At Risk Students:

- IEP modifications as listed will be implemented.
- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

CS.3-5.8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development.
CS.3-5.8.1.5.AP.6	Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.
CS.3-5.8.1.5.CS.1	Model how computing devices connect to other components to form a system.

Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.5.FP.1	Illustrate the impact of financial traits on financial decisions.
PFL.9.1.5.FP.4	Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Unit 8: Weather & Seasons

Content Area: **World Languages**
Course(s): American Sign Language – Grade 3
Time Period: Once per week
Length: Full year
Status: **Awaiting Review**

Summary of the Unit

In this unit students will learn the signs for vocabulary related to the weather and the four seasons. Students will practice making a list in American Sign Language by explaining their preferences. Students will use what they learned in this unit to record a weather report detailing their favorite type of weather.

Enduring Understandings

ASL uses space and visual elements to convey meaning.

There are 5 key components to signs, including handshape, palm orientation, movement, location and non-manual signals.

Facial expressions and body shifts are important to convey information.

Learning ASL will provide students with an understanding of Deaf culture and the Deaf community.

Essential Questions

- Why is it important to focus on handshape when signing words like "hurricane" and "tornado"?
- How can learning a new language like ASL help us see and understand issues from different cultural viewpoints?
- How do non-manual markers, such as facial expressions and body language, change the meaning of a sign?
- How do the structure and rules of ASL compare to spoken languages like English?
- How does ASL change your perspective on communication and the world around you?
- How is fingerspelling used within ASL, and how is it different from a one-to-one translation of English?

Unit Summative Assessment and Alternate Assessment Options

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities and group projects.

Resources

Proximity Learning Lesson Materials and Resources

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Formative and Summative Assessments
3-5 days	SWBAT identify the signs for "hot" and "cold". SWBAT sign 3 words to describe the weather.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects
3-5 days	SWBAT recognize the signs for 2 natural weather events. SWBAT sign all four seasons from favorite to least favorite.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

		Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	
3-5 days	SWBAT ask a classmate about the weather in ASL. SWBAT answer a classmate who asks about the weather in ASL.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

Standards for Course Content Area and Cross Content Standards Addressed

WL.NM.7.1.NM.IPERS.6

Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

WL.NM.7.1.NM.PRSNT.4

Copy/write words, phrases, or simple guided texts on familiar topics.

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Students with Disabilities:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- IEP modifications as listed will be implemented.

Multilingual Learners:

- Peer liason
- Visual Aids
- Pre-teach key vocabulary and concepts.
- Provide opportunities for peer collaboration and language practice

Gifted Students:

- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Provide opportunities for independent research and exploration.
- Allow for student-led projects and presentations.
- Provide opportunities for leadership and mentorship in group activities.

504 Eligible:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

At Risk Students:

- IEP modifications as listed will be implemented.
- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

Computer Sci Design Thinking

CS.3-5.8.1.5.AP.5

Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

CS.3-5.8.1.5.DA.1

Collect, organize, and display data in order to highlight relationships or support a claim.

Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.5.PB.2	Describe choices consumers have with money (e.g., save, spend, donate).
PFL.9.1.5.RMI.2	Justify reasons to have insurance.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Unit 9: Jobs, Neighborhoods, & Homes

Content Area: **World Languages**
Course(s): American Sign Language – Grade 3
Time Period: Once per week
Length: Full year
Status: **Awaiting Review**

Summary of the Unit

This unit will teach students vocabulary related to occupations, neighborhoods and housing. Students will use these vocabulary terms to describe their dream job as well as the house they would like to live in.

Enduring Understandings

ASL uses space and visual elements to convey meaning.

There are 5 key components to signs, including handshape, palm orientation, movement, location and non manual signals.

Facial expressions and body shifts are important to convey information.

Learning ASL will provide students with an understanding of Deaf culture and the Deaf community.

Essential Questions

- How can learning a new language like ASL help us see and understand issues from different cultural viewpoints?
- How do the structure and rules of ASL compare to spoken languages like English?
- How does ASL change your perspective on communication and the world around you?
- How is fingerspelling used within ASL, and how is it different from a one-to-one translation of English?
- How is the sign for job title similar to the sign for the job, especially for the word "teacher" or "lawyer"?
- What is the significance in your facial expressions for the word "hot" versus the word for "cold"?

Unit Summative Assessment and Alternate Assessment Options

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities and group projects.

Resources

Proximity Learning

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Formative and Summative Assessments
3-5 days	SWBAT sign 2 occupations. SWBAT respond with the sign for their dream occupation when asked.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects
3-5 days	SWBAT identify the sign for 2 common places in the neighborhood. SWBAT ask where a place is in the neighborhood in ASL.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

		Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	
3-5 days	SWBAT sign the type of house they live in. SWBAT describe each room of their house in ASL.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

Standards for Course Content Area and Cross Content Standards Addressed

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Students with Disabilities:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- IEP modifications as listed will be implemented.

Multilingual Learners:

- Peer liaison
- Visual Aids
- Pre-teach key vocabulary and concepts.
- Provide opportunities for peer collaboration and language practice

Gifted Students:

- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Provide opportunities for independent research and exploration.
- Allow for student-led projects and presentations.
- Provide opportunities for leadership and mentorship in group activities.

504 Eligible:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

At Risk Students:

- IEP modifications as listed will be implemented.
- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

CS.3-5.8.1.5.AP.1	Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
CS.3-5.8.1.5.AP.6	Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.
CS.3-5.8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.5.PB.1	Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
PFL.9.1.5.RMI.1	Identify risks that individuals and households face.
WRK.9.2.5.CAP.8	Identify risks that individuals and households face.
WRK.9.2.5.CAP.9	Justify reasons to have insurance.
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

Unit 10: Time, Daily Routines, & Calendar

Content Area: **World Languages**
Course(s): American Sign Language – Grade 3
Time Period: Once per week
Length: Full year
Status: **Awaiting Review**

Summary of the Unit

In this unit students will learn the signs for days, months, years, time, and routines. Students will use what they learned in previous units to create a dialogue that sequences their daily routine. Students will conclude this unit by creating a video presentation of their daily routine and the sequence of events that occur throughout the year.

Enduring Understandings

ASL uses space and visual elements to convey meaning.

There are 5 key components to signs, including handshape, palm orientation, movement, location and non-manual signals.

Facial expressions and body shifts are important to convey information.

Learning ASL will provide students with an understanding of Deaf culture and the Deaf community.

Essential Questions

- How can learning a new language like ASL help us see and understand issues from different cultural viewpoints?
- How do non-manual markers, such as facial expressions and body language, change the meaning of a sign?
- How do the structure and rules of ASL compare to spoken languages like English?
- How does ASL change your perspective on communication and the world around you?
- How is fingerspelling used within ASL, and how is it different from a one-to-one translation of english?

Unit Summative Assessment and Alternate Assessment Options

Assessments may include a comprehension check, written translations, student recorded videos, discussion board activities and group projects.

Resources

Proximity Learning Lesson Materials and Resources

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Formative and Summative Assessments
3-5 days	SWBAT sign the days of the week. SWBAT identify the signs for "today", "tomorrow" and "yesterday".	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects
3-5 days	SWBAT sign the time of day. SWBAT sign two activities that are part of their morning routine.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

		Collaborative Practice - Group Role Playing & Simulations	
		Individual & group presentations	
		Collaborative projects	
3-5 days	SWBAT identify the sign for "this year" and "next year". SWBAT sign two full sentences describing what they did this year in school.	May include: Direct instruction: video demonstration and teacher led Discussion Board Activities Collaborative Practice - Group Role Playing & Simulations Individual & group presentations Collaborative projects	May include: Comprehension check: Multiple Choice Questions Written Translations for video Student Recorded Video Projects

Standards for Course Content Area and Cross Content Standards Addressed

WL.NM.7.1.NM.IPERS.1

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

WL.NM.7.1.NM.IPERS.4

Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Students with Disabilities:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- IEP modifications as listed will be implemented.

Multilingual Learners:

- Peer liaison
- Visual Aids
- Pre-teach key vocabulary and concepts.
- Provide opportunities for peer collaboration and language practice

Gifted Students:

- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Provide opportunities for independent research and exploration.
- Allow for student-led projects and presentations.
- Provide opportunities for leadership and mentorship in group activities.

504 Eligible:

- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

At Risk Students:

- IEP modifications as listed will be implemented.
- Allow for more time on assessments and assignments (consistent with individual plans)
- Modified test/quizzes/worksheets/written assignments (consistent with individual plans)
- Preferential Seating (consistent with individual plans)
- Supplemental Video Lessons.

CS.3-5.8.1.5.AP.2	Create programs that use clearly named variables to store and modify data.
CS.3-5.8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
CS.3-5.8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.5. EG.5	Identify sources of consumer protection and assistance.
PFL.9.1.5.PB.1	Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
WRK.9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.