

American Sign Language III

Keansburg High School

5 Credits

Full Year

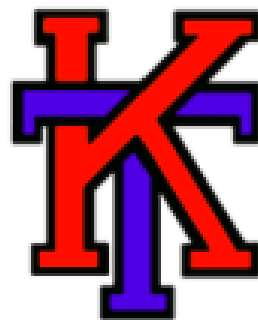


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Statement of Purpose

American Sign Language III builds on the foundation of skills and knowledge learned in American Sign Language II with an emphasis on expansion and refinement of comprehension, production and interactional skills. In addition to expanding their vocabulary, students will learn more complex grammatical features through narratives and dialogue. Deaf Culture, history, and audism continues to be part of this course and students are encouraged to get involved in the Deaf community. ASL III students will also share their knowledge with elementary students, providing awareness, promoting tolerance and embracing diversity. Professions using ASL are also discussed in this course.

Summary of the Course

The American Sign Language III course continues to practice and develop expressive and receptive skills through storytelling, videos, activities and discussions concerning various real-world situations. Students will become more comfortable with natural conversational dialogue and share information about their own interests, building sustainable discourse. The year will conclude debating whether deafness is a disability, culture or both, as they read about the demands and challenges of a primarily deaf family, focusing on a high school student, who is the only hearing member in the family.

Because language is best learned using an immersion model, this course will practice minimal voice instruction. Studies have shown this practice hones in on using ASL similarly to native signers. Students will be evaluated through various techniques including class participation, classwork, homework, vocabulary assessments, unit tests, and expressive/receptive video assignments.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding students develop from the material presented.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom.

Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.

- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.

Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans)

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Unit	<u>Timeframe</u>	<u>Title of Unit</u>
	# of Blocks/Weeks	
9	8 weeks	Signing Naturally Unit 9: Describing Places/Review Units 5-8
10	7 weeks	Signing Naturally Unit 10: Giving Opinions About Others
11	7 weeks	Signing Naturally Unit 11: Discussing Plans and Goals
12	7 weeks	Signing Naturally Unit 12: Storytelling and Fables/Community Outreach
<i>Of Sound Mind</i>	7 weeks	Of Sound Mind, By Jean Ferris (20 chapters, 215 pages)

Unit 9: Describing Places

Summary of the Unit: Building on descriptions as introduced in the previous lessons, The ASL learner will discuss, in a natural setting, the names and types of businesses in the surrounding area as well as describe their neighborhoods, making use of space to establish the placement of buildings and objects.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

Essential Questions: How does a student describe the neighborhood he/she lives in? How does a student give directions to frequented locations?

[Summative Assessments](#)

[Alternative Assessments](#)

[Formative Assessments](#)

- Tests (summative assessment)
- Quizzes (formative assessments)
- Project based assessments
- Video Recordings
- Anticipatory Set (“Do Now” worksheets/questions)
- Class participation /activities (formative assessments – thumbs up/down responses)
- Classwork (workbook activities)
- Homework
- Journals (note difficulties, where help is need, and successes)

Instructional Materials:

- Signing Naturally Units 1-6 (workbook and video clips)
- PowerPoint presentations (SN instructional material)
- Sign Production; introduce parts of a sign – 5 parameters
- New vocabulary lists (handouts)
- Video clips involving sign vocabulary (YouTube/various instructional videos)

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Review Units 5-8 Describing Places	8 weeks	SWBAT: Learn vocabulary for names of the types of businesses in their neighborhood Sign clock numbers and use them to discuss schedules Describe their neighborhoods Give directions to places Practice culturally appropriate	Repeat descriptions of a neighborhood Give signs for names and types of businesses Give the time using correctly formed clock numbers Describe one's own neighborhood Give directions to places using signer's perspective and weak hand as a reference point, and perspective shift Translate yes-no questions Describe restaurant using descriptive, locative, and element classifiers Describe where to turn when giving directions Suggest a restaurant to visit Inform teacher and others regarding reasons for absences Waving for getting attention	7.1.IL.IPRET.1 7.1.IL.IPERS.1 7.1.IL.IPRET.5 7.1.IL.IPERS.3 7.1.IL.IPRET.6

Suggested Modifications for Special Education, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

- **Students with Disabilities & 504:** Utilize modifications & accommodations delineated in the student's IEP. Work with a partner. Maintain adequate space between desks. Introduce key vocabulary before lesson. Use multi-sensory teaching approaches. Provide concrete examples. Use a scribe for nonwriters. Allow answers to be given orally or dictated. Pre-teaching and reteaching skills and concepts. Shorten assignments to focus on mastery of key concepts. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- **English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>
- **Bilingual:** Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response). Repetition, simplify language (use shorter phrases), visual word banks, limited use of idioms, metaphors and words with multiple meanings, use of cognates.
- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit's standard. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or eras, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, utilize and practice forensics and debate for concepts of study.
- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies)

Suggested Technological Innovations/ Use: Chromebooks, Google Classroom, asledefined.com, dcmp.org
Laptops / iPads, links to websites

Computer Science and Design Thinking:

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Interdisciplinary Connections, Life Literacies, and Key Skills:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- ★ 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- ★ 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- ★ 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- ★ 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- ★ ELA- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ★ NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit 10: Giving Opinions About Others

Summary of the Unit: In this unit, the ASL learner will develop culturally acceptable strategies to give opinions about another person's qualities or tendencies. Telling narratives and asking follow-up questions will be practiced in groups, allowing students to collaboratively determine the best way to convey the information.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

Essential Questions: How does the student give an opinion about another's tendencies or personal qualities? What strategies does the student use to work in groups with their peers to produce a successful outcome?

[Summative Assessments](#)

[Alternative Assessments](#)

[Formative Assessments](#)

- Tests (summative assessment)
- Quizzes (formative assessments)
- Project based assessments
- Video Recordings
- Anticipatory Set ("Do Now" worksheets/questions)
- Student led fingerspelling warm-up activities
- Class participation /activities (formative assessments – thumbs up/down responses)
- Classwork (workbook activities)
- Homework
- Exit Tickets
- Journals (note difficulties, where help is need, as well as successes)

Instructional Material:

- Signing Naturally Units 1-6 (workbook and video clips)
- PowerPoint presentations (SN instructional material)
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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Giving Opinions About Others	7 weeks	SWBAT: Give opinions about another person Sign money numbers (combining dollars and cents) Translate Wh-word questions Tell where various items are located around the room Practice culturally appropriate behaviors to interrupt conversations and to resume the conversations	Give opinions and tendencies and compare oneself with another Give/tell price for different items Translate Wh-questions from English Give an opinion and support it with facts Ask/Tell the cost of an item Describe a person's personality Compare personal qualities between two people Interrupt a conversation to deliver a short message	7.1.IL.IPRET.1 7.1.IL.IPRET.4 7.1.IL.IPERS.5 7.1.IL.IPRET.6

**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, English Language Learners, RTI and Gifted Students:

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- **Students with Disabilities & 504:** Utilize modifications & accommodations delineated in the student's IEP. Work with a partner. Maintain adequate space between desks. Introduce key vocabulary before the lesson. Use multi-sensory teaching approaches. Provide concrete examples. Use a scribe for nonwriters. Allow answers to be given orally or dictated. Pre-teaching and reteaching skills and concepts. Shorten assignments to focus on mastery of key concepts. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- **English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>
- **Bilingual:** Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response). Repetition, simplified language (use shorter phrases), visual word banks, limited use of idioms, metaphors and words with multiple meanings, use of cognates.
- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit's standard. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or eras, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, utilize and practice forensics and debate for concepts of study.
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Suggested Technological Innovations/ Use: Chromebooks, Google Classroom, asledefined.com, dcmp.org
Laptops / iPads, links to websites

Computer Science and Design Thinking:

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Interdisciplinary Connections, Life Literacies, and Key Skills:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- ★ 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- ★ 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- ★ 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- ★ 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- ★ ELA- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ★ NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit 11: Discussing Plans and Goals

Summary of the Unit: The ASL 3 learner continues to develop by use of the target language discussing real world situations. Personal plans, goals and experiences are discussed using the communicative approach, allowing a natural flow of discussion. This unit will also include discussion on “offering to interpret for a Deaf person” as an ASL student and what is and is not culturally acceptable.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

[Summative Assessments](#)

[Alternative Assessments](#)

[Formative Assessments](#)

Essential Questions: How does the student discuss the goals of themselves and others? How does the student make and cancel plans?

- Tests (summative assessment)
- Quizzes (formative assessments)
- Project based assessments
- Video Recordings
- Anticipatory Set (“Do Now” worksheets/questions)
- Student led fingerspelling warm-up activities
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- Journals (note difficulties, where help is need, and successes)

Instructional Material:

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Discussing Plans and Goals	7 weeks	SWBAT: Describe one's knowledge and abilities Review number types with numbers 1-15 (cardinal, ordinal, age, clock, money, age, years, etc.) Describe reactions to various situations Fingerspell or sign U.S. states and Canadian provinces Make and cancel plans in the TL Discuss personal goals	Compare a person's knowledge of a subject matter to his/her own Review numbers 1-15 (all perspectives) Ask/give opinions and reactions about a person, hypothetical situations Correctly fingerspell names of states, cities, provinces Make and cancel plans Repeat information someone told you to another person Tell the time of year Comprehension of "Brother on the Roof" story and retell Research Chuck Baird, Deaf artist	7.1.IL.IPRET.1 7.1.IL.IPRET.4 7.1.IL.IPRET.8 7.1.IL.IPRET.8 7.1.IL.IPERS.1

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Unit 12: Storytelling and Fables

Summary of the Unit: In this unit, student's will once again focus on ASL storytelling, folklore, history, and art. Instruction and activities will be based on influential people in Deaf communities that made an impact on the lives of the Deaf, past and present. Grammar, classifiers, and Deaf etiquette will be assessed through performance-based activities. Professions that involve ASL will be researched and discussed.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

Essential question: How does the student tell a story in ASL?

[Summative Assessments](#)

[Alternative Assessments](#)

[Formative Assessments](#)

- Tests (summative assessment)
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**Please include resource links in the boxes above.*

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Storytelling and Fables	7 weeks	SWBAT: Research/Retell a signed story Narrate a story One and two-person role shift Maintain spatial agreement Use of signing space in storytelling Use of transitions when telling a story Engage the audience by maintaining eye contact Discuss professions that use ASL	Understand stories presented in class Practice one and two-person role shift Practice descriptive classifiers and instrument classifiers Practice using conditional sentences within a story Demonstrate maintaining spatial agreement when referring to established locations Practice word order for object + action Research, analyze and discuss professions involving the Deaf community, sign language, and disabilities that use ASL	7.1.IL.IPRET.1 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRET.6 7.1.IL.PRSNT.5

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Of Sound Mind: by Jean Ferris

Summary of the Unit: In this unit, students will read a story about a high school senior who is the only hearing member of his family. Students will witness the extraordinary demands a disability places on a family, and in this case, deafness. Students have debated whether deafness is a disability, culture, both, or neither. This story is a look at whether it really matters as it is a moving exploration of the demands, the inability to communicate as the majority does, and the willingness to learn or the choice to depend on others.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

Essential question: How does Deafness affect your family? How does it feel to be the only hearing person in a Deaf family?

Assessments

- Tests (summative assessment)/quizzes (formative assessments)
- Small group discussions
- Discussions/questions and answers in the target language
 - Example: ["Of Sound Mind" by Jean Ferris, Video Review](#)
- Communication barriers vs. unwillingness to help one's self
- Journals (note difficulties, where help is need, and successes)

Instructional Materials:

- Of Sound Mind Text
- Student Journal
 - Example - [Of Sound Mind: student journal](#)
 - <https://quizlet.com/27833527/of-sound-mind-flash-cards/>

**Please include resource links in the boxes above*

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Reading Note Taking Outlines Discussions	7 weeks	SWBAT: Form their own opinion on various issues relating to responsibility, disability, codependency, maturity, love, and loss	Discussions Journal entries Skits/change the outcome Analyze issues	7.1.IL.IPRET.1 7.1.IL.1.IPERS.5 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRSNT.5

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Suggested Modifications for Special Education, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

- **Students with Disabilities & 504:** Utilize modifications & accommodations delineated in the student's IEP. Work with a partner. Maintain adequate space between desks. Introduce key vocabulary before the lesson. Use multi-sensory teaching approaches. Provide concrete examples. Use a scribe for nonwriters. Allow answers to be given orally or dictated. Pre-teaching and reteaching skills and concepts. Shorten assignments to focus on mastery of key concepts. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- **English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>
- **Bilingual:** Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response). Repetition, simplified language (use shorter phrases), visual word banks, limited use of idioms, metaphors and words with multiple meanings, use of cognates.
- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit's standard. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on

historical events or eras, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, utilize and practice forensics and debate for concepts of study.

- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies)

Suggested Technological Innovations/ Use: Chromebooks, Google Classroom, asledefined.com, dcamp.org
Laptops / iPads, links to websites

Computer Science and Design Thinking:

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Interdisciplinary Connections, Life Literacies, and Key Skills:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- ★ 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- ★ 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- ★ 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- ★ 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).
- ★ ELA- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ★ NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.