

World Language Department

American Sign Language III

Course #0115

Credits 5

REVISED 2017

PASSAIC COUNTY TECHNICAL INSTITUTE

45 Reinhardt Road

Wayne, New Jersey

I. COURSE DESCRIPTION

The American Sign Language III course is a full-year course, which is designed to continue exposure the student to the culture and language of the Deaf. This course moves beyond Sign Language I and II and focuses on developing Sign skills in-depth. The course is taught entirely voice-off and students will have to use their receptive skills to learn new information. Students who complete Sign Language III are expected to be fluent in American Sign Language. Students are required to increase their sign vocabulary and demonstrate improvement in their receptive and expressive skills. Emphasis on vocabulary, non-manual techniques, principles, grammatical processes, and cultural references will be presented to enable the student to understand and appreciate the Deaf population. The student will develop skills through presentations, videos, workbook activities and guest speakers. Students will also be filmed to critique his/her expressive skills. Students have the option of enrolling in Seton Hall University's Project Acceleration and earning 6 college credits for the course.

*This curriculum may be modified as per individual student's Individualized Education Plan (IEP)

II. Academic Unit Planner

<u>Course:</u>	American Sign Language III	<u>Grade(s)</u>	9-12
<u>Unit Plan Title:</u>	Review and Fingerspelling		
<u>NJSLS Standards Addressed in this unit</u>			
7.1. NM.A.2 demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical responses.			
7.1. NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.			

7.1. IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1. AL.B.3 Interact in a variety of familiar and few unfamiliar situations using culturally appropriate verbal and nonverbal communication strategies.

Essential Questions

What vocabulary is needed for basic conversation?

What facial expression is used for WH-questions (who, what, where, when)?

What facial expression is used for yes/no questions?

How is turn taking regulated in ASL?

What is Deaf culture?

How is comprehension expressed in ASL?

What responsibilities does the signer have in making sure recipient is comprehending the message?

What responsibilities does recipient have in communication of the understanding or confusion of the message?

What skills are needed to be a quick “receiver” of finger spelled words?

How can I improve my receptive fingerspelling?

How can I improve my expressive fingerspelling?

What is lexical fingerspelling?

Grammar Concepts

-Basic vocabulary review

-Question word review

-Receptive skills

-Fingerspelling

Anchor Text

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.
ISBN-13 978-0205275533

Informational Texts

Signing Naturally DVD

Formative & Summative Assessments

Review activities (formative)
Conversations (summative)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom
Canvas
Prezi
ASL.ms.com
ASL.pro.com
Signsavy.com
Deafnyc.com

Suggested Time Frame:

3 weeks

Course:

American Sign Language III

Grade(s)

9-12

Unit Plan Title:

Travel and Countries

NJSLS Standards Addressed in this unit

7.1. AL.B.1 Use digital tools to participate in extended conversations on a variety of topics of a personal, academic, or social nature using a variety of timeframes to exchange information.

7.1...AL.B.4 Engage in oral/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other areas, and some unfamiliar topics.

Essential Questions

How are countries expressed?

How do you express that you have been to a country as compared to the desire to go to a country?

How are presentations prepared/presented?

How are things explained in ASL when interpreting from another language w/o and English equivalent?

What verbs can change their movement to show object and subject?

Which adjectives repeat their movement to show repetition?

Which adjectives change their movement to show intensity?

Grammar Concepts

-Country vocabulary

-Travel vocabulary

-Classifiers for explaining foods and regions

-Modified adjectives (intensity)

-Modified adjectives (repetition)

-Subject and object agreement

Anchor Text

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.
ISBN-13 978-0205275533

Informational Texts

Signing Illustrated

Formative & Summative Assessments

Quiz formative
Homework
Workbook activities
Expressive activities formative
Expressive country presentation formative

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom
Canvas
ASL.ms.com
ASL.pro.com
Signsavy.com
Deafnyc.com
youtube.com

Suggested Time 5 weeks
Frame:

Course:

American Sign Language III

Grade(s)

9-12

Unit Plan
Title:

Occupations and Professions Unit 21

NJSLS Standards Addressed in this unit

- 7.1. IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English.
- 7.1. AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1. AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Essential Questions

- How are occupations/professions expressed?
What careers require a proficiency in ASL?
What occupations would benefit from intermediate ASL ability?
How are opinions of jobs expressed?
What is “rhetorical WHY” and how is it used?
What is “rhetorical WHAT” and how is it used?

Grammar Concepts

- Past and future tense
- Indexing
- Agent suffix
- Rhetorical WHY
- Rhetorical WHAT

Anchor Text

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.
ISBN-13 978-0205275533

Informational Texts

Formative & Summative Assessments

Workbook activities formative
 Class participation-signing activities formative
 Calendar quiz (summative)
 Quiz
 Test
 Essay summative

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom
 Canvas
 Prezi
 ASL ms.com
 ASL.pro.com
 Signsavy.com
 Deafnyc.com

Suggested Time 2 weeks
Frame:

<u>Course:</u>	American Sign Language III	<u>Grade(s)</u>	9-12
<u>Unit Plan Title:</u>	The Body, Health and Emergencies		

NJSLS Standards Addressed in this unit

7.1. AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in an informal and formal setting.

7.1. AL.B.5 Engage in oral/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas and unfamiliar topics.

Essential Questions

How are exercises expressed using classifiers?
How are verbs modified using facial expression?
How are health problems expressed (facial expression modified)?
How are NONE and NEVER used as denials?
How do deaf people call 911?
What are the signs for common illnesses?

Grammar Concepts

- NONE and NEVER-as denials
- Facial expression modified exercise (intensity)
- Facial expression to modify pain
- illness vocabulary

Anchor Text

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.
ISBN-13 978-0205275533

Informational Texts

Formative & Summative Assessments

Workbook activities formative
Class participation-signing activities formative

Quiz formative
Test summative

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom
Canvas
Prezi
ASL.ms.com
ASL.pro.com
Signsavy.com
Deafnyc.com

Suggested Time 3 weeks
Frame:

<u>Course:</u>	American Sign Language III	<u>Grade(s)</u>	9-12
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<u>Unit Plan</u> <u>Title:</u>	Current Events
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NJSLS Standards Addressed in this unit

7.1. AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in an informal and formal setting.
7.1. IM, C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

Essential Questions

How are current events signed?
How are newspaper articles translated to ASL?
How are current events presented?
When should classifiers be used to explain events (i.e. house fire or car accident)?
When should a topic be used as a clause?

Grammar Concepts

- Current events vocabulary
- Classifier to describe events
- Topic as clause

Anchor Text

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.
ISBN-13 978-0205275533

Informational Texts

Formative & Summative Assessments

Workbook activities formative
Class participation-signing activities formative
Current event presentation (expressive) summative
Current event questions (receptive) formative
Quiz formative
Test summative

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom
Canvas
Prezi
ASL.ms.com
ASL.pro.com
Signsavy.com
Deafnyc.com

Suggested Time 3 weeks
Frame:

Course: American Sign Language III **Grade(s)** 9-12

Unit Plan
Title: How Things Are Done
Classifiers

NJSLS Standards Addressed in this unit

- 7.1. AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in an informal and formal setting.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1. IM.B.2 Give and follow a series or oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1. IH.C.1 Explain and compare how a cultural perspective led to the development of cultural product or cultural practice in the target culture and in one's own culture through a multimedia-rich presentation to be shared virtually with a target audience.

Essential Questions

How is CL: 44 used to show objects flowing (i.e. paper from a copy machine)?
When are classifiers used to explain broken objects?
How is measurement and weight expressed?
How is length, width and height expressed?
When are classifiers used to describe the shape of an object?
How are counting and height/weight numbers different?
How are family members described using numbers and classifiers?
What is a classifier story and how does it differ from a regular ASL story?
Why are classifier stories important to the Deaf community?
How are classifier stories created and performed?
How were deaf people diagnosed in the past as opposed to now?
How have educational options changed for deaf children over time?

Grammar Concepts

- Classifier CL:44, CL:BB, CL:C, CL:I, CL:H, CL:G, CL:55, CL:5 claw, & CLCC
- Classifiers and movement
- Numbers used for weight and measurement
- Classifier stories

Anchor Text

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.
ISBN-13 978-0205275533

Informational Texts

Formative & Summative Assessments

Classifier stories (summative)
 Class signing activities (formative)
 Workbook activities (formative)
 Descriptive story presentation (summative)
 Deaf education essay (summative)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom
 Canvas
 Prezi
 ASL.msn.com
 ASL.pro.com
 signingsavvy.com
 Deafnyc.com

Suggested Time 2 weeks
Frame:

Course: American Sign Language III

Grade(s) 9-12

Unit Plan
Title: Classifiers and Directions

NJSLS Standards Addressed in this unit

7.1. IM.B.2 Give and follow a series or oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
 7.1. IH.B.2 Give, respond to, and ask for clarification on detailed or and written directions, commands, and requests.

Essential Questions

How are classifiers used to establish location?
How are numbers used when giving directions?
What facial expression is used to express distance?
How does ASL use space to express items on a grid both real and imagined?

Grammar Concepts

- Classifiers: CL:5 (claw). CL:A, CL:BB, CL:B and CL:VV
- Facial expression-near, far and very far
- Location across, next to, above and below
- Orientation (my left, your right etc.)
- Utilize common reference points
- Use ordinal numbers for floors and room numbers
- Vocabulary store, building, home, urban, rural, suburban, stories, laundry, office, kitchen, road, highway etc.

Anchor Text

Informational Texts

Formative & Summative Assessments

Class signing activities formative
Home description project Summative
School direction project summative

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom

Canvas
Prezi
ASL ms.com
aslpro.com
signingsavvy.com
Deafnyc.com

Suggested Time 3 weeks
Frame:

Course : ASL III **Grade(s)** 9-12

Unit Plan
Title ASL Poetry

NJSLS Standards Addressed in this unit

- 7.1. IH.C.1 Explain and compare how a cultural perspective led to the development of cultural product or cultural practice in the target culture and in one's own culture through a multimedia-rich presentation to be shared virtually with a target audience.
- 7.1. IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1. IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1. IM.C.5 Compare cultural perspectives of the target culture with those of one's own culture as evidenced through their cultural products and cultural practices.

Essential Questions:

What is ASL Poetry?

Who are famous ASL poets?
Who was Clayton Valli?
How is ASL poetry similar or different from English poetry?
What is ASL Literature?
What is an ASL number story?
What is an ASL A-Z story?
What is significance of ASL Literature to the Deaf community?
How can ASL rules be broken when creating ASL poems?
How is ASL poetry similar or different from DE'Via (Deaf themed art)?
How is ASL poetry performed and preserved?
What is the ASL Slam movement?

Grammar Concepts:

-Poetry use of space

Anchor Test

Informational Text

Deaf Jam documentary DVD
Clayton Valli poetry video

Formative & Summative Assessments

Deaf Jam Essay (summative)
ASL Poetry activities (formative)
A-Z poem (summative)
Number poem (summative)
Original poem (summative)

<u>Resources (websites, Canvas, LMS, Google Classroom, documents, etc)</u>	
Google Classroom Canvas Prezi ASL ms.com ASL.pro.com Signsavy.com Deafnyc.com youtube.com	
<u>Suggested Time Frame:</u>	4 weeks

<u>Course:</u>	American Sign Language III	<u>Grade(s)</u>	9-12
<u>Unit Plan Title:</u>	Teaching and Community Service		
<u>NJSLS Standards Addressed in this unit</u>			
7.1. IH.C.1 Explain and compare how a cultural perspective led to the development of cultural product or cultural practice in the target culture and in one’s own culture through a multimedia-rich presentation to be shared virtually with a target audience. 7.1. IM.C.2 Dramatize student-created and /or authentic short plays, skits, poems, songs, stories, or reports. 7.1. IM.C.4 Synthesize information found in age-and level-appropriate culturally authentic materials. 7.1. IH.C.3 Use language creatively in writing for a variety of purposes.			

7.1. IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

Essential Questions

Who could benefit from essential Sign Language skills?
What basic grammar rules does a beginning signer need to know to have a conversation?
How can information learned in ASL class be applied to the real world?
How is a lesson planned?
How will the ASL lesson(s) be measured?
What material will be needed?
What websites can aide a beginning signer?
What information will be taught and in what time frame?
How will the lesson(s) be taught? (In person or virtually)
What challenges face Deaf athlete?
How do opal deaf people fit into deaf culture?

Grammar Concepts

- Basic Sign vocabulary
- Technical jargon related to the given field
- The role of facial expression

Anchor Text

Informational Texts

The Hammer (DVD) The Matt Hamill Story

Formative & Summative Assessments

Lesson plan (formative)
Practice lesson (formative)
Virtual or in person lesson (summative)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom
Canvas
Prezi
ASL.ms.com
ASL.pro.com
Signsavy.com
Deafnyc.com

Suggested Time 3 weeks
Frame:

<u>Course:</u>	ASL III	<u>Grade(s)</u>	9-12
<u>Unit Plan Title:</u>	Expressive Signing and Self Evaluation		
<u>NJSLS Standards Addressed in this unit</u>			

7.1. AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

7.1. IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

7.1. IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

Essential Questions

Why is it important to record signing?

What criteria can I use to self-evaluate?

How can self and peer evaluation positively impact my signing?

How can ASL expressive videos be used to show growth overtime?

What is the ASLPI and how is it graded?

Grammar Concepts

-Facial expression

-Sign speed

-Sign flow

-Sign rhythm

-Fingerspelling clarity

Anchor Text

Informational Texts

Formative & Summative Assessments

Expressive ASL videos (3)(summative)

Self- evaluation forms (formative)
Peer- evaluation forms (formative)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom
Canvas
Prezi
ASL.ms.com
ASL.pro.com
Signsavy.com
Deafnyc.com
youtube.com

Suggested Time Frame 4 weeks

<u>Course:</u>	American Sign Language III	<u>Grade(s)</u>	9-12
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<u>Unit Plan Title:</u>	Registry of Interpreters of the Deaf Code of Ethics
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NJSLS Standards Addressed in this unit

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English

7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals
7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English

Essential Questions

Who certifies interpreters?
What is the process to become an interpreter?
What is the role of the interpreter in the Deaf Community?
What is the RID?
What is the RID Code of Ethics?
What is the process for applying a grievance against an interpreter?
How are the RID Code of Ethic applied to real world problems?

Grammar Concepts

-Acronyms and jargon related to the field of interpreting
-Acronyms and jargon related to the field of education

Anchor Text

Informational Texts

RID Code of Ethics
Cartwright, Brenda. *Encounters with Reality 1001 Interpreting Scenarios*. RID Press, 2009

Formative & Summative Assessments

RID test (summative)
Code of Ethics Real World project (summative)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom
 Canvas
 Prezi
 ASL.ms.com
 ASL.pro.com
 Signsavy.com
 Deafnyc.com
 youtube.com

Suggested Time 3 weeks
Frame:

<u>Course:</u>	American Sign Language III	<u>Grade(s)</u>	9-12
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<u>Unit Plan Title:</u>	Expressive Signing and Translating
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NJSLS Standards Addressed in this unit

- 7.1. NH.A.5 Demonstrate comprehension and brief written messages on familiar topics.
- 7.1. IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings through appropriate responses.
- 7.1. IM.B.5 Engage in short conversations about personal experiences or event and/or topics studied in other areas.
- 7.1. IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or reflect cultural perspectives associated with target culture.

Essential Questions

How is facial expression used to convey meaning?
How is English translated to ASL?
How does signing for a performance differ from conversational signing?

Grammar Concepts

- Vocabulary (individual as per project)
- Sign speed and flow
- Classifier use
- Role shifting
- Facial expression for songs

Anchor Text

Informational Texts

Formative & Summative Assessments

ASLHS videos (competition if possible)
Expressive presentation (song or story) ASL Jam summative
Translated lyrics formative

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom
Canvas
Prezi
ASL ms.com
ASL.pro.com

Signsavy.com
Deafnyc.com
youtube.com

Suggested Time 5-6 weeks
Frame:

Course: American Sign Language III **Grade(s)** 9-12

Unit Plan
Title: Metalinguistics and Interpreting

NJSLS Standards Addressed in this unit

- 7.1. AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1. IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands or requests.
- 7.1. IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.
- 7.1. IM.C.5 Compare cultural perspectives of the target culture with those of one's own culture as evidenced through their cultural products and cultural practices.

Essential Questions

- How is ASL translated (voiced) to English?
- How is English translated to ASL?
- Why is knowledge of the Deaf community important when interpreting?
- How does culture influence language?
- What is the difference between transliterating and interpreting?

How is the Code of Ethics applied when interpreting?
What is the role of the “off” interpreter when team interpreting?
What is a CDI and when should they be used?
What is lag time and why is it important?
How can I become a better voice interpreter?
What are ASL idioms? How are they voiced in English?
What rights does (or should) a deaf child have in selecting their communication method?
What issues surround the deaf child/hearing parent relationship?

Grammar Concepts

- Ability to translate from English to ASL
- Ability to translate from ASL to English
- Recognize multi-meaning words in both English and ASL
- Lag time
- Non- verbal cues
- ASL idioms

Anchor Text

Informational Texts

Listen to Your Heart DVD

Formative & Summative Assessments

Interpreting voice and sign activities (formative)
RID activities (formative)
ASL Idiom test (summative)
Team interpreting activities (summative)

Essay (summative)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom
Canvas
Prezi
ASL.ms.com
ASL.pro.com
Signsavy.com
Deafnyc.com

Suggested Time Frame: 3 weeks

<u>Course:</u>	American Sign Language III	<u>Grade(s)</u>	9-12
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<u>Unit Plan Title:</u>	Laws and Rights
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NJSLS Standards Addressed in this unit

- 7.1. IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.
- 7.1. IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of careers within the global workforce.
- 7.1. AL.C.2 Create research-based analysis of a current global problem/issue showing cultural perspective associated with the target culture(s) and another world culture.

Essential Questions

Why must interpreters pass a written exam?
What is the RID NIC and what subjects does it cover?
What laws protect Deaf people from discrimination?
What is audism?
What is IDEA and how does it impact Deaf education?
When speaking of education, what rights do deaf children and their parents have?
What is the Least Restrictive Environment?
What is the ADA and how has it impacted Deaf people?
What is the rehabilitation Act of 1973?
What is PSE (Pidgin Sign Language) and how does it differ from ASL?
What acronyms are used in the field of Deaf education and interpreting (VRI, PSE, CART, NAD, IEP, CT, CI CDI ASLTA, CODA and CC)
What is a Certified interpreter as compared to a Certified Transliterater?

Grammar Concepts

Anchor Text

Informational Texts

RID Code of Ethics
RID NIC Supplemental practice (RID.org)

Formative & Summative Assessments

Law activities formative

Acronym activities formative
Rights activities formative
RID NIC written test practice summative
RID NIC written test -final exam - summative

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Google Classroom
Canvas
Prezi
ASL ms.com
ASL.pro.com
Signsavy.com
Deafnyc.com

<u>Suggested Time</u>	4 weeks
<u>Frame:</u>	

III. Instructional Strategies

This voice will be taught voice –off meaning that all instructions will be done in American Sign Language. Students will be expected to participate in class using entirely American Sign Language. The method of instruction utilized in this course will be lecture, class discussions, demonstrations, individual and small group work as well as large group instructions. Worksheets, role-playing and expressive activities will be prepared to reinforce the Information, vocabulary and skills presented. The use of specific audio-visual materials, games, stories and videotaping individual students for peer-teacher evaluation will supplement classroom instructions.

Students are evaluated using the following criteria:

1. Class participation (in-class activities)
2. Do now activities

3. Quizzes and tests
4. Homework
5. Expressive presentation
6. Pairs Expressive Conversations
7. Projects/ presentations
8. Essays /Research Stimulated Tasks
9. Sign Language videos
10. Review packets/question sheets
11. Self and peer evaluation
12. Book activities (written and signed)

IV. Scope and Sequence

Key I = Introduced
 D = Developed in Depth
 R = Reinforced

AMERICAN SIGN LANGUAGE I SCOPE AND SEQUENCE CHART

SKILL TO BE LEARNED	ASL I	ASL 2	ASL 3
Understanding historical events in American Sign Language		I	R

Understanding and applying parameters and elements for Expressing a sign	I D	D	R
Utilizing proper hand-formation and speed when fingerspelling	I	D	R
Understanding the difference between manually- coded English and American Sign Language	I	R	R
Applying proper use of space and movement when expressing a sign	I	D	DR
Applying appropriate facial expressions and body language to different types of sentences	I	D	DR
Applying appropriate grammatical syntax to different types of sentences	I	D	DR
Understanding and applying proper facial expressions when expressing verbs and adjectives	I	D	R
Understanding appropriate movements in directional verbs	I	D	DR

Understanding noun-verb pairs	I	R	R
Understanding classifiers	I	D	DR
Understanding and applying proper grammatical syntax when Expressing pluralization and numbers	I	D	DR
Understanding proper movement when expressing time	I	D	R
Practicing expressive signing skills	I	D	DR
Practice receptive skills	I D	D	DR
Translating American Sign Language into the English language	I	I	DR
Appreciating Deaf culture and the contributions of Deaf individuals		I D	R
Understanding the functions of the ear	I D	R	R
Understanding the differences in hearing losses	I D	R	R

Understanding the role of professionals servicing the Deaf			I
Understand ASL homonyms			ID
Self-assess ASL skills	I	D	D R
View and give feedback to peer ASL presentation			ID
Interpret (voice ASL) expressive presentation			I
Generate spontaneous expressive ASL stories based on pictures		I	ID
Understanding of ASL poetry significance in the Deaf community			ID
Understanding of the meaning of a variety of ASL poems			ID
Create ASL poems		I	ID

Sign countries, ethnicity and heritage		I	ID
Interpret and sign ASL idioms			IDR
Analyze deaf art (DE'Via)		I	D
Explain the founding of America's deaf schools		ID	R
Explain the consequences of the conference of Milan.		ID	R
List technology that aids the Deaf (alerting devices).		ID	
List and explain important figures in Deaf history		ID	
List and define technology that aids the deaf (listening)	ID	R	
Demonstrate an understanding of the Interpreters Code of Ethics			ID
Apply the Code of Ethics to real world interpreting situations			ID
List and define Deaf people's legal rights			I

V. List of Textbooks, Instructional Materials & Websites/Apps

Encounters with Reality 1001 Interpreting Scenarios

Cartwrite Brenda
Alexandria VA 2009

Learning American Sign Language I & II Beginning and Intermediate (2nd ed.).

Padden, C., & Humphries, T.
New York, NY: Pearson. 2003

The American Sign Language Handshape Dictionary

V. Nelson-Metlay
Gallaudet University Press
Washington DC, 2010

*American Sign Language
A Teacher's Resource Text
On Grammar and Culture*

C. Baker and D. Cokely,
T.J. Publishers, Inc.
Silver Spring, MD., 1980

Joy of Signing Puzzle Book

L. Hillebrand and L. Reikehof,
Gospel Publishing House,
Springfield, MO, 1993

Learning American Sign Language

T. Humphries and C. Padden
Prentice Hall, Inc.

Englewood Cliff, NJ 1992

Signing Naturally – Level II

G. Smith, E. Lentz and
K. Mikos, Dawn Sign Press,
San Diego CA, 1992

Websites (To include but not limited to)

Aslpro.com
ASLms.com
Signsavy.com
Deafnyc.com
Aslnook.com
Youtube.com

DVD VIDEOS

The Hammer (2010)
Deaf Jam (2010)
Listen to your Heart (2010)
And Your Name is Jonah (1979)

VI. INSTRUCTIONAL STRATEGIES

This class will be taught “voice-off” meaning that all instructions will be done in American Sign Language. Students will be expected to participate in class using only American Sign Language. The method of instruction utilized in this course will be lecture, class discussions, demonstrations, individual and small group work as well as large group instructions. Worksheets, role-playing and expressive activities will be prepared to reinforce the Information, vocabulary and skills presented. The use of specific audio-visual materials, games, stories and videotaping individual students for peer-teacher evaluation will supplement classroom instructions.

VII. Student Handout

COURSE DESCRIPTION

The American Sign Language III course is a full-year course, which is designed to continue exposure the student to the culture and language of the Deaf. This course moves beyond Sign Language I and II and focuses on developing Sign skills in-depth. The course is taught entirely voice-off and students will have to use their receptive skills to learn new information. Students who complete Sign Language III are expected to be fluent in American Sign Language. Students are required to increase their sign vocabulary and demonstrate improvement in their receptive and expressive skills. Emphasis on vocabulary, non-manual techniques, principles, grammatical processes, and cultural references will be presented to enable the student to understand and appreciate the Deaf population. The student will develop skills through presentations, videos, workbook activities and guest speakers. Students will also be filmed to critique his/her expressive skills. Students have the option of enrolling in Seton Hall University's Project Acceleration and earning six college credits for the course.

Upon completion student will be able to:

Demonstrate an ability to define lexical fingerspelling with and without context.

Receptively identify fingerspelling at medium to fast speed.

Interpret written English to ASL.

Expressively sign and discuss current events.

Create and perform ASL poetry.

Expressively/receptively sign health and emergency signs.

Expressively sign presentations about counties.
Expressively/receptively sign occupations and professions.
Interpret spoken English to ASL.
Interpret ASL to spoken English
Use classifiers to describe the layout of a house.
Use classifiers to give directions in the school.
Give/receptively direction in ASL.
Explain the importance of the RID.
Recreate ASL stories.
Self-analyze ASL skills.
Peer analyze ASL skills.
Analyze and discuss the RID tenets.
Apply the RID code of ethics to real world interpreting situations.
List and explain laws that protect Deaf people.
Interpret and sign songs in ASL.

VIII. American Sign Language Pacing Chart
ASL II

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
MP 1	Review Fingerspelling	Review Fingerspelling	Travel and Countries	Travel and Countries	Countries presentation	Occupation and Profession	Occupation and Profession	Health and Emergencies	Health and Emergencies
MP 2	Current Events	Current Events	Current Events (articles)	Current Events (articles)	How Things are Done	How Things are Done	ASL Poetry	ASL Poetry	ASL Poetry
MP 3	Classifier and directions	Classifiers and directions (home)	Classifiers and directions (school)	Teaching and Community Service	Teaching and Community Service	Teaching and Community Service	ASL Conversation and Self Evaluation (Timber video)	ASL Conversation and Self Evaluation (Timber video)	ASL Conversation and Self Evaluation (Timber video)
MP 4	ASL Conversation and Self Evaluation (Timber video)	Code of Ethics	Code of Ethics	Presentations (ASL Jam)	Presentations (ASL Jam)	Presentations (ASL Jam)	Laws and rights	Laws and Rights Review And test	Review and Final Exam

