

## American Sign Language III Overview 2022 - 2023

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

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- [Grading Period 2](#)
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- [Grading Period 4](#)

### Grading Period 1

#### Unit 1: Dealing with Difficulties

Estimated Date Range: 8/10/22-9/22/22

**Unit Overview:**

This unit will begin with review of previously learned vocabulary and grammar structures. Students will learn signs for common ailments and injuries, and their remedies. They will practice giving advice about those ailments, as well as complaints about relationships, pets, roommates, etc. They will learn to incorporate verb inflections to show repeated or continuous action. They will practice using correct time-sequence order in describing events. No matter what field students choose to go into, someone will be making complaints or requests. It may be a Deaf person that is requesting or asking for a solution about. This unit will help develop their communication skills and real life problem solving when it comes to ASL.

**At home connections:**

- Encourage students to engage with others who use sign language as much as possible.

Concepts within Unit #1 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Illnesses and Difficulties TEKS: 3.1a, 3.1c, 3.1d, 3.2a, 3.3b	<ul style="list-style-type: none"> <li>• Ask questions about common illnesses and injuries.</li> <li>• Answer questions about common illnesses and injuries.</li> <li>• Offer advice about illnesses in ASL.</li> <li>• Sign about difficulties encountered with family, pets, neighbors, etc.</li> <li>• Make suggestions about dealing with difficulties encountered with family, pets, neighbors, etc</li> </ul>
Concept #2: Talking about Actions and Events TEKS: 3.1b, 3.1d, 3.4a	<ul style="list-style-type: none"> <li>• Use correct movements on signed verbs for repeated or continuous action.</li> <li>• Recognize uninflected, repeated, or continuous inflections when verbs are signed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate correct time-sequence in explaining a situation or event in order of occurrence.</li> <li>• Recognize correct time sequence in a signed story.</li> </ul>
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**Grading Period 2**  
**Unit 2: Around the House**  
 Estimated Date Range in Grading Period 1: 9/26/22-10/7/22  
 Estimated Date Range in Grading Period 2: 10/11/22-11/2/22

**Unit Overview:**

In this unit, students will demonstrate previous knowledge of basic household items and gain new knowledge of specific household furnishings and appliances. With this new vocabulary, they will learn how to describe these items with specific detail. Students will incorporate the use of classifiers and mouth morphemes to denote details, such as size, shape, and texture.

When creating a visual description, it is imperative that an appropriate sequence is followed to provide a clear picture. Following an appropriate sequence is a concept imperative to ASL, and crucial in this unit. Now, students will not only be describing the layout of the rooms in their home, they will add in the details of mirrors, picture frames, tables, rugs, etc. They will practice the correct sequence for describing various rooms and the objects within each room. This will be done with special focus to the use of classifiers and reference points.

**At home connections:**

- Encourage students to engage with others who use sign language as much as possible.

Concepts within Unit # 2 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Household Descriptions TEKS: 3.1a, 3.1b, 3.1c, 3.1d, 3.2a	<ul style="list-style-type: none"> <li>• Recognize signs for household furnishings and appliances when receptively signed.</li> <li>• Expressively use correct signs for household furnishings and appliances with appropriate classifiers to denote shape.</li> <li>• Expressively use correct signs for household furnishings and appliances with appropriate classifiers to denote location and number.</li> <li>• Describe the arrangement of a room using the interplay of both hands to show where objects are in relation to each other.</li> <li>• Follow the general sequence to describe how a room looks (its shape, décor, or the arrangement of the furniture).</li> </ul>
Concept #2: Size and Shape TEKS: 3.1c, 3.1d, 3.4a, 3.4b	<ul style="list-style-type: none"> <li>• Give visual descriptions of size, shape and texture, using correct ASL phonology.</li> <li>• Determine the correct classifiers for different objects found in the home.</li> <li>• Use the correct NMS/Mouth morpheme to denote shape and size</li> <li>• Interplay both hands to show where objects are in relation to one another.</li> </ul>

**Unit 3: Careers**

Estimated Date Range: 11/3/22-12/16/22

**Unit Overview:**

Throughout this unit, students will be looking to the future, learning to sign about their future plans and possible jobs. They will learn about court cases involving the Deaf, and workplace situations. They will practice expressing and supporting their opinions, and using conditional clauses. Indexical listing will also be reviewed and emphasized. These skills are important because they can come up in every day conversations. They may run into a Deaf person at their school and want to discuss future life plans. Students may run into a Deaf person at their job or go somewhere that a Deaf person is employed. Knowing about Deaf court cases and ADA laws will help students advocate for Deaf rights outside of the classroom in real-world settings.

**At home connections:**

- Encourage students to interact with others who know sign language as much as possible.

<p><b>Concepts within Unit # 4</b> <a href="#">Link to TEKS</a></p>	<p><b>Success Criteria for this concept</b></p>
<p>Concept #1: In the Workplace TEKS: 3.1a, 3.1b, 3.1c, 3.1d, 3.2a, 3.4a, 3.4b, 3.4c, 3.5b, 3.5c</p>	<ul style="list-style-type: none"> <li>• Ask questions about common jobs, using appropriate non-manual signals.</li> <li>• Answer questions about common jobs, using correct ASL syntax.</li> <li>• Interpret about common jobs, using correct ASL syntax.</li> <li>• Sign my plans for the future, and possible workplace situations, using appropriate ASL syntax.</li> <li>• Sign conditional clauses correctly in ASL to discuss possible workplace situations</li> <li>• Interpret conditional clauses correctly in ASL to discuss possible workplace situations</li> </ul>
<p>Concept #2: Expressing and Supporting Opinions TEKS: 3.1a, 3.1b, 3.1c, 3.1d, 3.2a, 3.4a, 3.4b, 3.4c, 3.5a</p>	<ul style="list-style-type: none"> <li>• Express my opinions on a variety of workplace situations in correct ASL structure.</li> <li>• Support my opinions on a variety of workplace situations in correct ASL structure.</li> <li>• Express my opinions on various topics, following Deaf cultural norms.</li> <li>• Support my opinions on various topics, following Deaf cultural norms.</li> </ul>
<p>Concept #3: The Impact of the Americans with Disabilities Act TEKS: 3.2a, 3.2d, 3.4b, 3.4c</p>	<ul style="list-style-type: none"> <li>• Explain how ADA regulations and various court cases affect the Deaf community.</li> <li>• Express my opinions as related to the ADA and similar laws/court cases.</li> <li>• Support my opinions as related to the ADA and similar laws/court cases.</li> </ul>

**Grading Period 3**

**Unit 4: Storytelling**

Estimated Date Range: 1/5/23-2/10/23

**Unit Overview:**

In this unit, we will take a more in-depth look at the importance of storytelling in Deaf culture. Students will learn about various handshape stories, and will produce some of their own. They will also examine ASL poetry, and discuss various jokes, fables, and legends. They will sharpen their storytelling techniques, focusing on classifiers, body shifting, and eye gaze.

**At home connections:**

- Encourage students to seek out opportunities to interact with the target language, even if it is not on this topic. Encourage them to find activities they enjoy in the target language, so that they will be motivated to learn more.

<b>Concepts within Unit # 3</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this concept</b>
Concept #1: Storytelling TEKS: 3.1a, 3.1c, 3.1d, 3.1e, 3.2b, 3.2c, 3.2d, 3.3a, 3.4a, 3.4b	<ul style="list-style-type: none"> <li>• Explain the importance of storytelling in Deaf culture.</li> <li>• Describe the characteristics of an ASL handshape story.</li> <li>• Create an original ASL handshape story.</li> <li>• Recognize and analyze elements of ASL poetry.</li> <li>• Create a unique poem in ASL.</li> <li>• Demonstrate understanding and appreciation for ASL jokes, fables, and legends.</li> <li>• Sign a story, using traditional cultural features.</li> </ul>

**Unit 5: Change**

Estimated Date Range Grading Period 3: 2/13/23-3/10/23

Estimated Date Range Grading Period 4: 3/20/23-4/6/23

**Unit Overview:**

In this unit, students will explore the concept of change through a variety of lenses, including the world of idioms and slang. They will translate commonly used English idioms into ASL, and will learn many of the common ASL idioms which they will encounter in everyday interactions. When having conversation in or about the workplace, there are many commonly used idioms that they should be able to use. They will practice other number types which have specific movements in ASL. This can help them when having conversations about work times or their availability. They will also look at famous Deaf individuals, how they have overcome difficulties, and their unique contributions that have helped change society.

**At home connections:**

- Encourage students to seek out opportunities to practice ASL in the real world.

<b>Concepts within Unit # 4</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this concept</b>
Concept #1: Change in Language TEKS: 3.1a, 3.1b, 3.1c, 3.1d, 3.2a, 3.2b, 3.4a	<ul style="list-style-type: none"> <li>• Recognize and understand common ASL idioms when they are signed in or out of context.</li> <li>• Use ASL idioms following Deaf cultural norms and appropriate ASL structure.</li> <li>• Correctly translate English slang terms and idioms into ASL.</li> <li>• Recognize English slang terms when they are signed.</li> <li>• Correctly sign age signs and time signs.</li> <li>• Correctly sign money numbers using both dollars and cents.</li> </ul>
Concept #2: Change in Society TEKS: 3.1a, 3.1c, 3.2c, 3.2d, 3.3a, 3.3b, 3.4b	<ul style="list-style-type: none"> <li>• Describe challenges overcome by Deaf individuals, and roadblocks to Deaf rights.</li> <li>• Identify famous Deaf individuals and explain their contributions to society.</li> </ul>

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**Grading Period 4**  
**Unit 6: The World Around Us**  
Estimated Date Range: 4/11/23-5/25/23

**Unit Overview:**

In this unit, students will learn signs for other cities, states, and countries. They will explore the Deaf cultures in other countries, and learn about the parts of Canada which use ASL. They will learn more signs for weather and nature. They will practice using comparative sentences, and using a clause as the topic of a sentence.

**At home connections:**

- Encourage students to watch videos on social media using sign language from other countries. How is it similar to ASL? How is it different?

Concepts within Unit # 4 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Signs Around the World TEKS: 3.1a, 3.3a3.3b, 3.4c</p>	<ul style="list-style-type: none"> <li>• Recognize and understand signs for other cities, states, and countries.</li> <li>• Correctly demonstrate signs for other cities, states, and countries.</li> <li>• List other countries which have similar education opportunities as Deaf people in the U.S.</li> <li>• Compare treatment of Deaf individuals in the U.S. and at least 2 other countries.</li> <li>• Sign about weather &amp; other aspects of nature in other countries, using Deaf cultural norms.</li> <li>• Recognize comparative sentences when watching another signer.</li> <li>• List characteristics given of two things in signed comparative sentences.</li> <li>• Using appropriate ASL syntax, correctly use comparative sentences.</li> <li>• Recognize and identify the clause when it is used as the topic of a sentence.</li> <li>• Show the use of a clause as the topic of a sentence in ASL syntax.</li> </ul>

**Glossary of Curriculum Components**

**Overview**– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Concept** – A subtopic of the main topic of the unit.

**Success Criteria**—a description of what it looks like to be successful in this concept.

**Parent Resources**

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
<a href="#">OIC Movies</a>	This is an online platform that has videos of native speakers signing about a variety of topics, many of which are aligned to our curriculum topics.
<a href="http://www.lifeprint.com">www.lifeprint.com</a>	This is a great resource to practice ASL. While it doesn't align directly with our curriculum, it has many of the same topics.
<a href="#">Asl.bz</a>	This is a website to practice ASL numbers.
<a href="#">Asl.ms</a>	This is a website to practice ASL fingerspelling.
<a href="#">Sign Language 101</a>	This website has basic phrases and single word vocabulary in ASL.
<a href="#">ASL Pro</a>	This is an online dictionary for ASL

**Instructional Model**

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



The World Language Instructional Model has two key components: the core practices and the lesson cycle. The six core practices reflect current best practice in language teaching, as well as the expectations from our state and national standards. While teachers will not necessarily accomplish all six every day, they should incorporate them all into their lessons on a regular basis. The lesson cycle is where all of the core practices come together in a cohesive manner. The teacher begins by framing the lesson, either drawing on students’ prior knowledge, or priming the pump for what is to come. During Language Experience, the focus is on comprehensible input, as it is through input that language proficiency is achieved. During Structured Communicative Practice, students get to engage with the language through structured opportunities for output. This is when they and the teacher can see if they have been able to internalize the new language from the input phase. Finally, students will reflect and assess their understanding