**ASL Course Syllabus
American Sign Language 3**

**Contact Information**

Please see the home page for your instructor's contact information**.**

**Major Concepts/Content**

American Sign Language 3 (ASL 3), will continue to immerse learners in intermediate to advanced conversational ASL, ASL grammar and structure, as well as Deaf Culture, Deaf Communities, and Comparisons and Connections between hearing and Deaf cultures. ASL 3 focuses on grammatical features such as spatialization, directionality, and non-manual components. Learners will be exposed to more advanced vocabulary, grammatical usage, and culturally appropriate behavior within the Deaf community. ASL 3 emphasizes receptive/expressive skill development and fluency with attention to correct formation of signs, movement, rhythm, phrasing, and clarity. Learners will refine their fingerspelling skills, storytelling skills and dialogue collaborations with their peers. Learners will participate in intensive vocabulary development and continued study of Deaf culture and communities. Learners will develop more complex communicative skills using ASL and cross-cultural understanding with an emphasis on proficient communication in the language with regard to communication, culture, connections, comparisons, and communities.

**American Sign Language 3** will cover intermediate to advanced ASL vocabulary, grammar, fingerspelling, gestures, and intermediate to advanced conversations as well as an extensive treatment to Deaf Culture and Communities.

 **Communication**

Students will communicate in American Sign Language.

**1.1***Students will engage in conversations and correspondence in ASL to provide and obtain information, express feelings and emotions, and exchange opinions.*

**1.2***Students will comprehend and interpret live and recorded ASL on a variety of topics.*

**1.3***Students will present information, concepts, and ideas in ASL to an audience of viewers on a variety of topics.*

 **Culture**

Students will gain knowledge and understanding of Deaf culture.

**2.1***Students will demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.*

**2.2***Students will demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.*

 **Connections**

Students will use American Sign Language to connect with other disciplines and acquire information.

**3.1** *Students will reinforce and further their knowledge of other disciplines through ASL.*

**3.2** *Students will acquire information and recognize the distinctive viewpoints that are only available through ASL and Deaf culture.*

 **Comparisons**

Students will develop insight into the nature of language and culture through comparisons.

**4.1** *Students will demonstrate an understanding of the nature of language through comparisons of ASL and their own languages.*

**4.2** *Students will demonstrate an understanding of the nature of culture through comparisons of American Deaf culture and their own.*

**Communities**

Students will use American Sign Language to participate in communities at home and around the world.

**5.1** *Students will use ASL within and beyond the school setting.*

**5.2** *Students will show evidence of becoming lifelong learners by using ASL for personal enjoyment and enrichment.*

Check here for the [Florida CPALMS Standards (Links to an external site.)](http://www.cpalms.org/Public/PreviewCourse/Preview/13964?isShowCurrent=false).

**Materials Required for Class**

**The course will be held online in Canvas**

* Computer
* High-speed internet access
* Good-quality webcam or digital camcorder/camera
* Ability to record yourself signing
* Email

**District Grading Scale**

* 90-100%
* 80-89%
* 70-79%
* 60-69%
* 0-59%

**Student Evaluation**

* Communication Assignments: 20%
* Exit Tickets: 15%
* Discussion Based Assessments: 15%
* Final Exam - 10%
* Comprehension Checks: 20%
* Connections and Comparisons Assignments: 5%
* Culture Assignments: 5%
* Communities Assignments: 5%
* Collaboration Activity: 5%

**Classroom Rules**

1. Respect others
2. Maintain a positive attitude
3. Strive to do your best
4. Stay on task

**Behavior Management**

* Lack of participation
	+ 1st Consequence – Student contact
	+ 2nd Consequence – Parent contact
	+ 3rd Consequence – Report to the Guidance Department at your school
* Continued lack of participation or a failing grade may result in your withdrawal by the end of a grace period.
* Inappropriate responses or interactions with other students will result in parent contact, school conference, discipline referral or report to the guidance department.

**Pacing Policy**

Students are expected to follow the posted pacing guide and communicate with the instructor if flexibility or an alternate pace is needed due to extracurricular activities, health, vacations, school schedule, etc.

**Accessibility Statement**

Pasco eSchool is committed to providing a course that is accessible to the widest possible audience, regardless of technology or ability. We are actively working to increase the accessibility and usability of our courses, and in doing so adhere to many of the available standards and guidelines.

This website endeavors to conform to level Double-A of the World Wide Web Consortium (W3C) **Web Content Accessibility Guidelines 2.1**. These guidelines explain how to make web content more accessible for people with disabilities. Conformance with these guidelines will help make the web more user-friendly for all people. This course has been built using code compliant with W3C standards for HTML and CSS. The course displays correctly in current browsers and using standards compliant HTML/CSS code means any future browsers will also display it correctly.

While Pasco eSchool strives to adhere to the accepted guidelines and standards for accessibility and usability, it is not always possible to do so in all areas of the course. We are continually seeking out solutions that will bring all areas of the course up to the same level of overall **web accessibility**. In the meantime should you experience any difficulty in accessing the course, please don’t hesitate to contact your teacher. Your instructor's contact information is available on the homepage of this course.

**Course Accessibility Options:**

There are many tools you can use to help you access the content of this course. Take a look at some of the options below.

1. **ReadSpeaker:** This screen reader is built into your courses.
	1. On the left side of your screen, click on the floating**red arrow**
	2. You can now click**Listen** to hear the page
	3. You can also highlight the paragraphs you want to read, then click Listen
	4. There are many more tools in ReadSpeaker..explore the toolbar!
2. **Screen Readers:** All the content in the course is designed to be compatible with other screen readers. Where captions are not available, transcripts are provided. Some graphics are created in Buncee which has a built-in screen reading option. Just hover over the text you want to hear and click the speaker icon that appears.
3. **Captions:**Most videos have captions. Where captions are not available, transcripts are provided. Some videos that don't have sound may have captions, too. Make sure that the caption option is turned on in YouTube videos by hovering over the video, clicking the gear icon and then selecting the caption option.

**World Languages Florida Standards**

1. **Interpretive Listening:** *The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.*
2. **Interpretive Reading:** *The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.*
3. **Interpersonal Communication:** *The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.*
4. **Presentational Speaking:** *The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.*
5. **Presentational Writing:** *The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.*
6. **Culture:***The student will be able to use the target language to gain knowledge and demonstrate an understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.*
7. **Connections:** *The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.*
8. **Comparisons:** *The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.*
9. **Communities:** *The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.*

*©Pasco eSchool, Pasco County Schools*