

Defining Deafness

Long-term Objective: The student will be able to identify the parts of the ear, define hearing loss, name and describe the types of hearing loss, explain the degree of hearing loss ranging from mild to profound, and list the causes of hearing loss.

Day 1: Parts of the ear

Short-term Objective: The student will identify the parts of the ear and determine their location within the ear when presented with a visual with a 50% degree of accuracy rating.

Description: The teacher will present a PowerPoint presentation including each part of the ear categorized by location starting from the outer ear and moving towards the inner ear. The students will be asked to take notes or draw pictures to help them remember the information. After completing the presentation, the teacher will give each student time to analyze an enlarged model of the ear. Lastly, the teacher will display a video about the parts of the ear for the students to watch.

Check for Comprehension: The teacher will ask each student to come to the front of the class individually. The teacher will point to two parts of the ear on the enlarged model and ask each student to identify these parts. The teacher will then ask each student whether the part resides within the outer, middle, or inner part of the ear.

Materials needed: PowerPoint, enlarged model of the ear, and the YouTube video (<https://www.youtube.com/watch?v=j4Sli1dsCrA>)

Sources:

<https://www.cdc.gov/ncbddd/hearingloss/types.html>

Day 2: Defining hearing loss

Short-term Objective: The student will define hearing loss and be able to distinguish the differences between “deaf” and “hard of hearing” when presented with a worksheet with a 50% degree of accuracy rating.

Description: The teacher will present a PowerPoint presentation including an explanation of hearing loss and a slide comparing the definitions of “hard of hearing” and “deaf.” The teacher will provide two example audiograms to visually explain the difference between “hard of hearing” and “deaf.” The teacher will also teach the meaning of capital D “Deaf.” Lastly, the teacher will display a video for the students explaining the difference once again between “hard of hearing” and “deaf.”

Check for Comprehension: The teacher will give each student a worksheet asking them to write their own definitions of the terms “hard of hearing” and “deaf.” After giving them time to write their answers, the teacher will ask volunteers to share, and they will discuss the answers as a class.

Materials needed: PowerPoint, the video(<https://hearneoutcc.com/deaf-vs-hard-of-hearing/>), and the worksheet

Sources:

<https://www.who.int/news-room/fact-sheets/detail/deafness-and-hearing-loss>

Day 3: Types of hearing loss

Short-term Objective: The student will define and identify the different types of hearing loss when presented with a worksheet including the terms on one side of the paper and the descriptions on the other side with a 66.6% degree of accuracy rating.

Description: The teacher will teach the three types of hearing loss: sensorineural, conductive, and mixed. The teacher will explain what each type of hearing loss entails and how they differ from one another. The teacher will provide three example audiograms to visually explain the differences between the three types of hearing loss.

Check for Comprehension: The teacher will give each student a matching worksheet as their “exit ticket” before lunch. The teacher will ask the student to match the type of hearing loss with its correct description.

Materials needed: Matching worksheet

Sources:

<https://www.mayoclinic.org/diseases-conditions/hearing-loss/symptoms-causes/syc-20373072>

<https://www.aafp.org/afp/2003/0915/p1125.html>

Day 4: Degree of hearing loss

Short-term Objective: The student will define the four degrees of hearing loss when presented with a matching activity with a 75% degree of accuracy rating.

Description: The teacher will teach the four degrees of hearing loss: mild, moderate, severe, and profound. The teacher will provide a description for each degree of loss and provide four example audiograms to visually explain the differences between the four different degrees of hearing loss.

Check for Comprehension: The teacher will give each student a matching activity. This activity will include eight different cards. Four will be labeled with the different degrees of hearing loss, and four will be labeled with the corresponding descriptions for each

degree of hearing loss. The students will be asked to individually match the four pairs of cards, and the teacher will check their work once completed.

Materials needed: Matching activity

Sources:

<https://www.cdc.gov/ncbddd/hearingloss/types.html>

Day 5: Causes of hearing loss

Short-term Objective: The student will identify at least two causes of hearing loss when presented with short case studies with a 50% degree of accuracy rating.

Description: The teacher will teach the students the most common causes of hearing loss. The teacher will provide real-world examples of how one might lose hearing. The teacher will then display a short video about causes of hearing loss for the students to watch.

Check for Comprehension: The teacher will present the students with a worksheet that includes four separate case studies. The students will be asked to read each case study and determine what caused the client's hearing loss. Once completed, the teacher will conduct a whole-class discussion to review the worksheet.

Materials needed: Video (<https://www.hearinglink.org/your-hearing/causes-hearing-loss/>) and case study worksheet

Sources:

<https://www.aafp.org/afp/2003/0915/p1125.html>

<https://www.mayoclinic.org/diseases-conditions/hearing-loss/symptoms-causes/syc-20373072>

<https://www.hearinglink.org/your-hearing/causes-hearing-loss/>

Deaf Culture

Long-term Objective: The student will identify characteristics of Deaf culture, Deaf actors, Deaf musicians, Deaf art, and Deaf athletes.

Day 1: Unique Features of Deaf Culture

Short-term Objective: The student will list at least three characteristics of Deaf culture when verbally prompted with a 66.6% degree of accuracy rating.

Description: The teacher will teach the students about the unique characteristics of Deaf culture and explain the reasoning behind each characteristic. For example, the teacher will explain that architectural designs within Deaf culture highlight lighting and open floor plans since Deaf individuals rely heavily on eyesight.

Check for Comprehension: The teacher will give each student a piece of paper and ask them to write down three characteristics of Deaf culture as their “exit ticket” before lunch. After, the teacher will review students’ answers and provide further instruction as needed.

Materials needed: Blank paper

Sources:

<https://www.mnhandsandvoices.org/resources-information/american-deaf-culture>

<https://www.nationaldeafcenter.org/sites/default/files/The%20Deaf%20Community-%20An%20Introduction.pdf>

Day 2: Deaf Actors

Short-term Objective: The student will list at least three Deaf actors when verbally prompted with a 66.6% degree of accuracy rating.

Description: The teacher will present a PowerPoint presentation featuring several Deaf actors, their pictures, their roles in film, and why they are well known. For each actor the teacher will play a short clip from one of their most well-known tv shows or movies. After each actor, the teacher will allow time for the students to discuss the unique qualities of Deaf actors. The teacher will then discuss the recent release of the movie “CODA” and display the video of Marlee matlin discussing her experience finally working with fellow Deaf actors.

Check for Comprehension: The teacher will give each student a piece of paper and ask them to write down three Deaf actors as their “exit ticket” before lunch. The teacher will also ask the students to provide additional information about the Deaf actors’ roles if they can recall.

Materials needed: PowerPoint and video

(<https://www.usatoday.com/story/entertainment/movies/2021/08/12/coda-marlee-matlin-fought-star-deaf-actors-lauded-film/5563441001/>)

Sources:

<https://www.startasl.com/deaf-stars/>

Day 3: Deaf Musicians

Short-term Objective: The student will list at least three Deaf musicians when verbally prompted with a 66.6% degree of accuracy rating.

Description: The teacher will present a PowerPoint presentation featuring several Deaf musicians, their pictures, recordings of their compositions, and why they are well known. The teacher will present at least one composition from each Deaf musician and facilitate

a class discussion to analyze the unique characteristics of each musician's work. Then, after completing the PowerPoint presentation, the teacher will conduct a second discussion encouraging the students to determine how Deaf musicians compose beautiful music if they cannot hear as clearly as the rest of us. Finally, the teacher will display a video featuring personal statements from a handful of Deaf individuals who enjoy playing music.

Check for Comprehension: The teacher will give each student a piece of paper and ask them to write down three Deaf musicians as their "exit ticket" before lunch. The teacher will also ask the students to provide additional information about the Deaf musicians' work if they can recall.

Materials needed: PowerPoint and video

(https://www.youtube.com/watch?v=d8pq9j3fM_k)

Sources:

<https://www.hearinglikeme.com/notable-deaf-musicians/>

Day 4: Deaf Art

Short-term Objective: The student will list at least three characteristics of Deaf art when verbally prompted with a 66.6% degree of accuracy rating.

Description: The teacher will present a variety of artwork asking the students to discuss the artistic elements present in each. Then, the teacher will provide information regarding the Deaf artist who produced each piece such as his/her background, his/her accomplishments, and why he/she is well known. Then, the teacher will conduct a discussion encouraging the students to determine the role that hearing loss plays in the production of these Deaf artists' artwork.

Check for Comprehension: The teacher will give each student a piece of paper and ask them to write down three Deaf artists and a short description of each artist's artwork as their "exit ticket" before lunch.

Materials needed: Variety of artwork produced by Deaf artists to project on the board

Sources:

http://www.deafart.org/Deaf_Art_/deaf_art_.html

Day 5: Deaf Athletes

Short-term Objective: The student will list at least three Deaf athletes when verbally prompted with a 66.6% degree of accuracy rating.

Description: The teacher will present a PowerPoint presentation featuring several Deaf athletes, their pictures, their accomplishments, and why they are well known. After the teacher presents each athlete, the teacher will allow time for the students to discuss their knowledge of this athlete and interesting facts. The teacher will then display a video discussing the Deaf olympians that participated in the 2020 Tokyo Olympics.

Check for Comprehension: The teacher will give each student a piece of paper and ask them to write down three Deaf athletes as their "exit ticket" before lunch.

Materials needed: PowerPoint and video (<https://www.dailymoth.com/blog/olympic-athletes-from-the-deaf-community>)

Sources:

<https://www.hearinglikeme.com/notable-deaf-athletes/>

American Sign Language and Sign Systems

Long-term Objective: The student will defend that American Sign Language is a language, identify characteristics of American Sign Language, identify facts related to the history of American Sign Language, list and explain other sign systems, and identify different sign systems in context.

Day 1: Is American Sign Language a language?

Short-term Objective: The student will list at least three statements supporting the validity of American Sign Language as a language when verbally prompted with a 66.6% degree of accuracy rating.

Description: The teacher will begin the lesson by defining “language” and teaching the features of language. Then, the teacher will provide a short summary of American Sign Language. The teacher will then present Chandler Winston’s article addressing Dr. Richard Duran’s statement that Baylor refuses to recognize American Sign Language as a language. The teacher will then facilitate a discussion encouraging students to share their own personal thoughts in regard to this debate.

Check for Comprehension: The teacher will give each student a piece of paper and ask them to write down three statements supporting the validity of American Sign Language as a language.

Materials needed: Article (<https://baylorlariat.com/2016/10/14/open-your-eyes-to-asl/>)

Sources:

<https://courses.aiu.edu/BASIC%20PROCESSES%20OF%20THOUGHT/Sec%202/SEC%202%20BASIC.pdf>

<https://baylorldariat.com/2016/10/14/open-your-eyes-to-asl/>

Day 2: Characteristics of American Sign Language

Short-term Objective: The student will list at least three characteristics of American Sign Language when verbally prompted with a 66.6% degree of accuracy rating.

Description: The teacher will teach the students about the unique characteristics of American Sign Language. The teacher will explain that American Sign Language is a visual language with its own syntax and grammar. The teacher will then display a PowerPoint presentation explaining and modeling these unique characteristics. Lastly, the teacher will display the YouTube video “A Few Things to Know About American Sign Language” (<https://www.youtube.com/watch?v=wa0nxppMJ-Q>).

Check for Comprehension: The teacher will give each student a piece of paper and ask them to write down three characteristics of American Sign Language as their “exit ticket” before lunch.

Materials needed: PowerPoint and YouTube video
(<https://www.youtube.com/watch?v=wa0nxppMJ-Q>)

Sources:

<https://www.acslpa.ca/wp-content/uploads/2019/05/Manual-Communication-Systems-2020.pdf>

<https://www.nidcd.nih.gov/health/american-sign-language>

Day 3: History of American Sign Language

Short-term Objective: The student will identify at least three facts related to the history of American Sign Language when verbally prompted with a 66.6% degree of accuracy rating.

Description: The teacher will teach the students about the history of American Sign Language using a PowerPoint presentation. The PowerPoint will include important locations and people. For each location and person, a picture and description will be provided. The PowerPoint will also go in chronological order to assist students' understanding of how American Sign Language came to be. After concluding the PowerPoint presentation, the teacher will guide the students in making a timeline on the board to create a clear visual representation for the history of American Sign Language.

Check for Comprehension: The teacher will give each student a piece of paper and ask them to write down three important facts about the history of American Sign Language. The teacher will encourage the students to provide additional information such as dates and locations if the students can recall.

Materials needed: PowerPoint

Sources:

<https://www.startasl.com/history-of-american-sign-language/>

Day 4: Sign Systems

Short-term Objective: The student will list at least three different sign systems and a short description when verbally prompted with a 66.6% degree of accuracy rating.

Description: The teacher will teach the students about the different sign systems: Seeing Essential English, Signed Exact English, Signed English, Manually Coded English, Pidgin Sign English, and the Rochester Method. The teacher will then display a PowerPoint presentation explaining and modeling these different sign systems. Lastly, the teacher will display the YouTube video "Different Styles of Sign Language?" to provide the students with further information on the differences amongst signing systems.

Check for Comprehension: The teacher will give each student a piece of paper and ask them to write down three different sign systems as well as a short description of each.

The teacher will review each student's work and provide further instruction as needed.

Materials needed: PowerPoint and YouTube video

(<https://www.youtube.com/watch?v=lxRY2VSWzM>)

Sources:

<http://deafexpressions.blogspot.com/2014/08/signing-systems.html>

<https://asl.land/deaf/asl.php>

<https://onlineexhibits.library.yale.edu/s/deaf-culture/page/manual-systems>

Day 5: Identifying Different Sign Systems in Context

Short-term Objective: The student will identify different sign systems when presented with a sentence signed by the teacher with a 50% degree of accuracy rating.

Description: The teacher will review the characteristics of the different sign systems that they discussed on day four: Seeing Essential English, Signed Exact English, Signed English, Manually Coded English, Pidgin Sign English, and the Rochester Method. The teacher will then sign a handful of example sentences such as "I went to school yesterday" and "My dog is named Teddy" in each sign system. Then, the teacher will facilitate a discussion encouraging the students to determine how to identify the different sign systems in context. Finally, the teacher will ask volunteers to come to the front of the class, sign a provided sentence in a specific sign system, and ask the remaining classmates to determine which sign system is being used.

Check for Comprehension: The teacher will give each student a piece of paper. The teacher will write the sentence that she is going to sign on the board. The teacher will

then sign the sentence in four different sign systems. The teacher will ask each student to write the corresponding sign system next to each number one through four. The teacher will then review each student's work and provide further instruction as needed.

Materials needed: Blank paper and predetermined sentences

Sources:

<http://deafexpressions.blogspot.com/2014/08/signing-systems.html>

<https://asl.land/deaf/asl.php>

<https://onlineexhibits.library.yale.edu/s/deaf-culture/page/manual-systems>

Interpreter Usage

Long-term Objective: The student will define an interpreter, list the services that an interpreter provides, identify Deaf and hard of hearing individuals' rights to interpreting services, provide information regarding interpreters in the classroom, and list resources that Deaf and hard of hearing individuals can utilize to receive interpreting services.

Day 1: Defining "Interpreter"

Short-term Objective: The student will define "interpreter" when verbally prompted with a 50% degree of accuracy rating.

Description: The teacher will explain that an interpreter "is a specially trained professional whose job is to convey the messages of people who do not share the same language, culture, or mode of communication." The teacher will also explain that interpreters provide Deaf and hard of hearing individuals with equal access to opportunities and information. The teacher will describe the process of becoming an interpreter and display the video "Accommodations 101: Interpreting" to help students understand the wide range of interpreting services that exists.

Check for Comprehension: The teacher will give each student a piece of paper and ask them to write down their own definition of "Interpreter." The teacher will review each student's work and provide further instruction as needed.

Materials needed: Video (<https://www.nationaldeafcenter.org/interpreting>)

Sources:

<https://facstaff.necc.mass.edu/faculty-resources/deaf-and-hard-of-hearing-services-resources/what-is-a-sign-language-interpreter/>

Day 2: Interpreter Services

Short-term Objective: The student will identify interpreter services when presented with a worksheet with a 70% degree of accuracy rating.

Description: The teacher will review the information from day one regarding who an interpreter is. The teacher will then present a PowerPoint detailing the services that interpreters provide for individuals with hearing loss. The teacher will then present a handful of potential situations in which a Deaf or hard of hearing individual might need an interpreter. As a class, the teacher will encourage students to determine how an interpreter would help in each situation.

Check for Comprehension: The teacher will give each student a worksheet. The worksheet will have a list of ten services. The students will be asked to circle or highlight the statements that correctly represent services that American Sign Language interpreters provide and leave the inaccurate statements alone.

Materials needed: PowerPoint and worksheet

Sources:

<https://www.asha.org/advocacy/federal/idea/idea-part-b-issue-brief-interpreting-services-for-the-deaf-or-hard-of-hearing/>

Day 3: Deaf and Hard of Hearing Individuals' Rights to Interpreting Services

Short-term Objective: The student will identify Deaf and hard of hearing individuals' rights to interpreting services when engaging in a class discussion with a 50% degree of accuracy rating.

Description: The teacher will teach the students that the American with Disabilities Act of 1990 is a civil rights law that prohibits discrimination based on disability. The teacher

will provide a short summary of the history of the ADA. Then, the teacher will present each student with a copy of this excerpt from ADA.gov (<https://www.ada.gov/effective-comm.htm>). After providing ample time for the students to read, the teacher will encourage the students to participate in creating a summary of the reading on the board.

Check for Comprehension: The teacher will facilitate a class discussion encouraging students to share their thoughts on the ADA and summarize their rights as individuals with hearing loss. The teacher will take notes as the students discuss and encourage each student to participate.

Materials needed: Copies of this excerpt from ADA.gov (<https://www.ada.gov/effective-comm.htm>)

Sources:

<https://www.dol.gov/general/topic/disability/ada>
<https://www.ada.gov/effective-comm.htm>

Day 4: Interpreters in the Classroom

Short-term Objective: The student will provide information regarding interpreters in the classroom when engaging in a class discussion with a 50% degree of accuracy rating.

Description: The teacher will review the information from day two regarding the services that an interpreter provides. The teacher will then present a PowerPoint detailing the specific services that interpreters provide for students in the classroom. The teacher will then present a handful of potential situations in which a Deaf or hard of hearing individual might need an interpreter classroom as well as vice versa-when a Deaf or hard of hearing individual does not need an interpreter classroom. As a class, the teacher will encourage students to determine how an interpreter would help or hurt in each situation.

Check for Comprehension: The teacher will facilitate a class discussion encouraging students to share their thoughts on interpreters in the classroom. The teacher will also ask students to discuss the positives and negatives of interpreters in the classroom allowing the students to share their personal views on the topic as well as their own experiences with an interpreter within the classroom. The teacher will take notes as the students discuss and encourage each student to participate.

Materials needed: PowerPoint

Sources:

<http://www.eparent.com/education/interpreting-for-deaf-students-facts-and-fantasies/>

Day 5: Resources Regarding Interpreter Services

Short-term Objective: The student will list four resources that Deaf and hard of hearing individuals can utilize to receive interpreting services when given time to research with a 75% degree of accuracy rating.

Description: Using the information that students have acquired over the past four days, the teacher will divide the class into pairs. The teacher will review the steps of the research process as well as computer etiquette. The teacher will supervise the students in the computer lab as they search for resources that Deaf and hard of hearing individuals can utilize to receive interpreting services. The students will be asked to create a pamphlet to share their information with their fellow classmates.

Check for Comprehension: The teacher will ask each pair of students to present their research findings to the class. The teacher will take notes as they present and review their pamphlets for accuracy. After each pair presents, the teacher will create a document

including the resources found by the entire class. The teacher will send this document home with each student as a resource.

Materials needed: Access to the computer lab

Sources:

<https://www.ada.gov/effective-comm.htm>

Technology

Long-term Objective: The student will identify and understand how hearing aids, cochlear implants, and bone-anchored hearing aids work, identify hearing assistive technology, and identify facts related to the history of hearing technology.

Day 1: Hearing Aids

Short-term Objective: The student will identify the parts of a hearing aid and provide a short description when presented with a visual with a 50% degree of accuracy rating.

Description: The teacher will present a PowerPoint presentation including the different types of hearing aids and each part of the hearing aid. The PowerPoint will include pictures of each type and each part as well as a short description. The description for each type of hearing aid will detail what degree or type of hearing loss for which it is designed. The description for each part of the hearing aid will detail its function in the overall process of carrying sounds from the environment into the ear. The students will be asked to take notes or draw pictures to help them remember the information. After completing the presentation, the teacher will give each student time to analyze a handful of hearing aids by passing them around the classroom.

Check for Comprehension: The teacher will ask each student to come to the front of the class individually. The teacher will point to two parts of the hearing aid and ask each student to identify the parts. The student will then be asked to provide a short description on each selected part and its function.

Materials needed: PowerPoint and hearing aids

Sources:

<https://www.mayoclinic.org/diseases-conditions/hearing-loss/in-depth/hearing-aids/art-20044116>

Day 2: Cochlear Implants

Short-term Objective: The student will identify parts of cochlear implants and provide a short description when presented with a visual with a 50% degree of accuracy rating.

Description: The teacher will present a PowerPoint presentation including the different parts of the cochlear implant. The PowerPoint will include pictures of each part of the cochlear implant as well as a short description. The description will include the part's function in the overall process of carrying sounds from the environment to the individual with hearing loss. The students will be asked to take notes or draw pictures to help them remember the information. After completing the presentation, the teacher will give each student time to analyze a cochlear implant by passing it around the classroom. Then, the teacher will engage the students in creating a visual representation of the step by step process that occurs within the cochlear implant to produce sound for the individual with hearing loss.

Check for Comprehension: The teacher will ask each student to come to the front of the class individually. The teacher will point to two parts of the cochlear implant and ask each student to identify these parts. The student will then be asked to provide a short description on the selected part and its function.

Materials needed: PowerPoint and cochlear implant

Sources:

<https://www.hopkinsmedicine.org/health/treatment-tests-and-therapies/cochlear-implant-surgery>

Day 3: Bone-Anchored Hearing Aids

Short-term Objective: The student will provide information regarding bone-anchored hearing aids when engaging in a class discussion with a 50% degree of accuracy rating.

Description: The teacher will present a PowerPoint presentation including the different parts of the bone-anchored hearing aid. The PowerPoint will include pictures of each part of the bone-anchored hearing aid as well as a short description. The description will include the part's function in the overall process of carrying sounds from the environment into the ear. The students will be asked to take notes or draw pictures to help them remember the information. After completing the presentation, the teacher will give each student time to analyze a bone-anchored hearing aid by passing it around the classroom.

Check for Comprehension: The teacher will facilitate a class discussion encouraging students to share their thoughts on bone-anchored hearing aids. The teacher will also ask students to discuss the similarities and differences amongst hearing aids, cochlear implants, and bone-anchored hearing aids. This will allow the students to share their personal experiences with hearing technology. The teacher will take notes as the students discuss and encourage each student to participate.

Materials needed: PowerPoint and bone-anchored hearing aid

Sources:

<https://audiologicalservices.net/audiology-news-lufkin-tx/what-are-bone-anchored-hearing-aids-bahas>

Day 4: Hearing Assistive Technology

Short-term Objective: The student will identify at least two hearing assistive technologies when verbally prompted with a 50% degree of accuracy rating.

Description: The teacher will present a PowerPoint presentation describing and explaining the use of hearing assistive technology such as FM systems, infrared systems, induction loop systems, assistive listening devices, and closed captions. The PowerPoint will provide images and supplemental information as needed. If possible, the teacher will bring in examples of hearing assistive technologies and allow the students to analyze them and experience them.

Check for Comprehension: The teacher will give each student a piece of paper. The teacher will describe four different types of assistive hearing technologies. The students will be asked to write the corresponding assistive hearing technology next to each number one through four. The teacher will then review each student's work and provide further instruction as needed.

Materials needed: PowerPoint

Sources:

<https://www.asha.org/public/hearing/hearing-assistive-technology/>

<https://www.hearingloss.org/hearing-help/technology/hat/>

Day 5: The History of Hearing technology

Short-term Objective: The student will identify at least three facts related to the history of hearing technology when engaging in a whole class timeline activity with a 66.6% degree of accuracy rating.

Description: The teacher will teach the students about the history of hearing technology using a PowerPoint presentation. The PowerPoint will include important inventions and people. For each invention and person, a picture and description will be provided. The PowerPoint will also go in chronological order to assist students' understanding of how hearing technology came to be. After concluding the PowerPoint presentation, the teacher will facilitate a discussion encouraging students to analyze the important people and discoveries that were fundamental to the students having the technology that they currently use.

Check for Comprehension: The teacher will ask the students to participate in a whole class timeline activity. The teacher will draw a timeline across the entire board leaving plenty of space for all students to work together. The teacher will encourage the students to use teamwork to fill out all dates, important inventions, and people on the timeline relating to the development of hearing technology. The teacher will watch closely and take notes regarding the students' engagement and accuracy.

Materials needed: PowerPoint

Sources:

<https://www.embs.org/pulse/articles/hearing-aid-history-from-ear-trumpets-to-digital-technology/>

<https://hearinghealthfoundation.org/blogs/hearing-aid-history-ear-trumpets-european-royalty-earbuds>

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<https://www.aafp.org/afp/2003/0915/p1125.html>

<https://www.cdc.gov/ncbddd/hearingloss/types.html>

<https://www.aafp.org/afp/2003/0915/p1125.html>

<https://www.mayoclinic.org/diseases-conditions/hearing-loss/symptoms-causes/syc-20373072>

<https://www.hearinglink.org/your-hearing/causes-hearing-loss/>

American Sign Language and Sign Systems:

<https://courses.aiu.edu/BASIC%20PROCESSES%20OF%20THOUGHT/Sec%202/SEC%202%20BASIC.pdf>

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<https://www.acslpa.ca/wp-content/uploads/2019/05/Manual-Communication-Systems-2020.pdf>

<https://www.nidcd.nih.gov/health/american-sign-language>

<https://www.startasl.com/history-of-american-sign-language/>

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<https://asl.land/deaf/asl.php>

<https://onlineexhibits.library.yale.edu/s/deaf-culture/page/manual-systems>

Deaf Culture:

<https://www.mnhandsandvoices.org/resources-information/american-deaf-culture>

<https://www.nationaldeafcenter.org/sites/default/files/The%20Deaf%20Community-%20An%20Introduction.pdf>

<https://www.startasl.com/deaf-stars/>

<https://www.hearinglikeme.com/notable-deaf-musicians/>

http://www.deafart.org/Deaf_Art_/deaf_art_.html

<https://www.hearinglikeme.com/notable-deaf-athletes/>

Interpreter Usage:

<https://facstaff.necc.mass.edu/faculty-resources/deaf-and-hard-of-hearing-services-resources/what-is-a-sign-language-interpreter/>

<https://www.asha.org/advocacy/federal/idea/idea-part-b-issue-brief-interpreting-services-for-the-deaf-or-hard-of-hearing/>

<https://www.dol.gov/general/topic/disability/ada>

<https://www.ada.gov/effective-comm.htm>

<http://www.eparent.com/education/interpreting-for-deaf-students-facts-and-fantasies/>

Technology:

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<https://www.hopkinsmedicine.org/health/treatment-tests-and-therapies/cochlear-implant-surgery>

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<https://hearinghealthfoundation.org/blogs/hearing-aid-history-ear-trumpets-european-royalty-earbuds>

<https://www.asha.org/public/hearing/hearing-assistive-technology/>

<https://www.hearingloss.org/hearing-help/technology/hat/>