

# American Sign Language – Year 1

## UNIT 1 PLAN: Deaf-World Survival Skills



### Description:

For this unit, students will discover the historical events of importance related to the emergence and standardization of **American Sign Language**, the history of **Deaf Education**, and the nuances of the **American Deaf-World**. Students will read and express **Fingerspelled Names** and **Cardinal Numbers 1 - 100** and discover the **Five Parameters of ASL**.

### Georgia Standards/Skills In Focus

**ASL1.IP1A.** Produce gestures, handshapes, movements, facial expressions and pantomime.  
**ASL1.IP1B.** Produce and recognize appropriate attention-getting behaviors.  
**ASL1.IP1E.** Make simple requests.  
**ASL1.IP1F.** Ask for clarification.  
**ASL1.IP1J.** Use sequenced information meaningfully.  
**ASL1.IP2B.** Demonstrates SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency.  
**ASL1.INT1D.** Demonstrate SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency receptive skills.  
**ASL1.INT2B.** Recognize basic non-manual markers.  
**ASL1.P1C.** Demonstrate SLPI Novice + to Survival and ASLPI Level I to 1.5 proficiency expressive skills.  
**ASL1.P2A.** Demonstrate SLPI Novice + to Survival and ASLPI Level I to 1.5 proficiency skills in presenting rehearsed material.  
**ASL1.CU1A.** Demonstrate knowledge of contributions target culture to civilization.  
**ASL1.CU1B.** Identify commonly held viewpoints of the culture.  
**ASL1.CU1C.** Describe customs and traditions of the culture, such as greetings, celebrations, and courtesies.  
**ASL1.CCC1A.** Demonstrate knowledge of the evolution and spread of American Sign Language.  
**ASL1.CCC1B.** Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language.  
**ASL1.CCC1C.** Relate content from other subject areas to topics discussed in the language class.  
**ASL1.CCC2A.** Compare patterns of behavior and interaction in the students' own culture with those of the target culture.  
**ASL1.CCC2B.** Demonstrate an awareness of elements of the students' own culture.  
**ASL1.CCC3A.** Recognize similarities and differences in English and the target language regarding idioms, slang.  
**ASL1.CCC3B.** Recognize basic sign parameters and inflectional patterns.  
**ASL1.CCC4A.** Give information about current events of target cultures.  
**ASL1.CCC4B.** Understand the impact of current events of the target culture.  
**ASL1.CCC5A.** Identify examples of the target language and the culture studied that are evident in and through media, entertainment, and technology.  
**ASL1.CCC5B.** Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture studied.

### Targeted Proficiency Range

**Interpersonal:** SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency.

**Interpretive:** SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency.  
**Presentational:** SLPI Novice + to Survival and ASLPI Level 1 to 1.5 proficiency.

### Essential Question(s):

What are basic survival knowledge/skills for ASL students entering the American Deaf-World?

### Learning Targets

COMMUNICATION		
INTERPRETIVE SIGNING	INTERPERSONAL SIGNING	PRESENTATIONAL SIGNING
I can interact and negotiate meaning in signed conversations to share information, reactions, feelings, and opinions related to ASL basic survival skills.	I can understand, interpret, and analyze what is viewed on a variety of topics related to ASL basic survival skills.	I can present information, concepts, and ideas to inform, explain, persuade, and narrate on topics related to ASL basic survival skills, using appropriate media and adapting to various audiences of viewers.

CULTURES	
INVESTIGATE (Products and Practices)	INTERACT (Language and Behavior)
I can use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the American Deaf Culture.	I can exchange simple information in signed language, utilizing cultural references where appropriate to survive in the American Deaf-World.
I can use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the American Deaf Culture.	I can demonstrate skills necessary to initiate, sustain and close exchanges in signed language to survive in the American Deaf-World.

CONNECTIONS	COMPARISONS	COMMUNITIES
I can build, reinforce, and expand my knowledge of the history of ASL, Deaf Education, and the nuances of the American Deaf-World while using signed language to develop critical thinking and to solve problems creatively.	I can use signed language to investigate, explain, and reflect on the nature of language through comparisons of ASL and my own.	I can use signed language both within and beyond the classroom to interact and collaborate in my community and the globalized world.
I can access and evaluate information and diverse perspectives that are available through signed language and the American Deaf Culture.	I can demonstrate understanding of the nature of culture through comparisons of American Deaf Culture and my own.	I can set goals and reflect on my progress in using signed language for enjoyment, enrichment, and advancement.

CULTURAL CONTEXT	
<b>A Brief History of ASL and Deaf Education</b>	<b>A Brief Introduction to the American Deaf Culture</b>
<p>Debunking Myths About ASL</p> <p><b>A Brief History of ASL:</b> Martha’s Vineyard Sign Language, Alice Cogswell, Mason Cogswell, Thomas Hopkins Gallaudet, Laurent Clerc, and American School for the Deaf</p> <p><b>Bilingual Education:</b> Gallaudet University, Abraham Lincoln</p> <p><b>Oralism:</b> 1880 ICED Milan Italy, Alexander Graham Bell, Oralism</p> <p><b>Since the 1960s:</b> Gallaudet University, William Stokoe, Dorothy Casterlineand Carl Croneberg, Deaf President Now, I.King Jordan</p>	<p>Debunking Myths About the Deaf</p> <p><b>Deaf Culture:</b> Deaf v. deaf and other offensive/outdated terminology for the Deaf; Collectivism;</p> <p><b>Visible Cultural Behaviors:</b> Maintaining Eye Contact, Getting Others’ Attention, Negotiating Signing Environments</p> <p><b>Navigating Signing Environments:</b> Communicating with the Deaf-World, Making Connections within the Deaf-World, A Visual Way of Living, Speaking in the presence of Deaf people is impolite, Maintaining Clear Sightlines</p>

CULTURAL CONTEXT		ESSENTIAL VOCABULARY
<b>A Brief History of American Sign Language and Deaf Education</b>	<b>A Brief Introduction to the American Deaf Culture</b>	<b>Cardinal Numbers and Fingerspelling</b>
<p>Debunking Myths About ASL</p> <p><b>A Brief History of ASL:</b> Martha’s Vineyard Sign Language, Alice Cogswell, Mason Cogswell, Thomas Hopkins Gallaudet, Laurent Clerc, and American School for the Deaf</p> <p><b>Bilingual Education:</b> Gallaudet University, Abraham Lincoln</p> <p><b>Oralism:</b> 1880 ICED Milan Italy, Alexander Graham Bell, Oralism</p> <p><b>Since the 1960s:</b> Gallaudet University, William Stokoe, Dorothy Casterlineand Carl</p>	<p>Debunking Myths About the Deaf</p> <p><b>Deaf Culture:</b> Deaf v. deaf and other offensive/outdated terminology for the Deaf; Collectivism;</p> <p><b>Visible Cultural Behaviors:</b> Maintaining Eye Contact, Getting Others’ Attention, Negotiating Signing Environments</p> <p><b>Navigating Signing Environments:</b> Communicating with the Deaf-World, Making Connections within the Deaf-World, A Visual Way of Living, Speaking in the presence of Deaf</p>	<p><b>Cardinal Numbers</b> CORRECT EQUAL HAVE HOW-MANY MINUS NUMBER PLUS WRONG ZERO</p> <p><b>Fingerspelling</b> AGAIN COPY-ME DIFFERENT FINGERSPELL FORGET LETTER NAME</p>

Croneberg, Deaf President Now, I.King Jordan	people is impolite, Maintaining Clear Sightlines	REMEMBER SAME-AS SHAPE WRITE
<b>EXTENDED VOCABULARY</b>		
<i>Personal Pronouns, Possessive Pronouns and Reflexive Pronouns, HELLO, HI, MY, WHAT, WHO, WHERE</i>		

<b>FUNCTIONS (How to use the Language) / FORMS (Language Structures)</b>	
<b>Functions</b>	<b>Forms</b>
<ul style="list-style-type: none"> <li>• The Five Parameters</li> <li>• Reading Fingerspelling</li> <li>• Cardinal Numbers 1 - 100</li> </ul>	<ul style="list-style-type: none"> <li>• Handshape, Location, Movement, Palm Orientation, and Non-Manual Markers</li> <li>• Fist, Up, Down, Moving, Sideways, and Double Letters</li> <li>• Counting Numbers Patterns (1 - 29; 30 - 66, 67 - 100)</li> </ul>

### Suggested Assessment:

<b>DIAGNOSTIC:</b>	<b>FORMATIVE:</b>	<b>SUMMATIVE:</b>
Students will be given a pre-test to gauge students' knowledge, skills, strengths, and weaknesses beforehand.	Formative assessment will be given throughout the unit to assess students' understanding throughout the learning process to help teachers adjust their strategies accordingly, i.e. immediate feedback, formal vs. informal questions, exit tickets, etc.	A unit test will be administered to evaluate student learning at the end of the instructional unit.

### Suggested Learning Resources

<a href="#">ASL (OER Resources)</a> <a href="#">American Sign Language I (ASL 121)</a> <a href="#">American Sign Language II (ASL 122)</a> <a href="#">American Sign Language III (ASL 123)</a> <a href="#">Lifeprint FYI: Permission rules regarding use of ASL University and/or Lifeprint.com material</a> <a href="#">Integrated and Open Interpreter Education – Simple Book Publishing</a>
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