

American Sign Language – Year 1

UNIT 2 PLAN: All About Me



Description:

*This unit focuses on students being able to **greet others, introduce themselves, give farewells, and use expressions of courtesy within the Deaf-World.** Students will also be able to **ask and answer basic wh- and yes-no questions related to and narrate about one's language background.** Students will compare how different members within the **Deaf-World** learn languages with their own language backgrounds.*

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.IP1C.** Sign basic greetings, introductions, farewells and expressions of courtesy.
- ASL1.IP1G.** Give simple descriptions.
- ASL1.IP1I.** Ask questions and provide responses based on suggested topics.
- ASL1.IP1J.** Use sequenced information meaningfully.
- ASL1.IP2A.** Initiate, participate in, and close a brief exchange.
- ASL1.IP2B.** Demonstrates SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency.
- ASL1.INT1A.** Identify main ideas and some details, while viewing an ASL signed narrative.
- ASL1.INT1D.** Demonstrate SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency receptive skills.
- ASL1.INT2A.** Differentiate among statements, questions, and commands.
- ASL1.INT2B.** Recognize basic non-manual markers.
- ASL1.P1B.** Present personal narratives.
- ASL1.P1C.** Demonstrate SLPI Novice + to Survival and ASLPI Level 1 to 1.5 proficiency expressive skills.
- ASL1.P2A.** Demonstrate SLPI Novice + to Survival and ASLPI Level 1 to 1.5 proficiency skills in presenting rehearsed material.
- ASL1.P2B.** Demonstrate comprehension of 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.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.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.

Targeted Proficiency Range

- Interpersonal:** SLPI Novice Plus to Survival OR ASLPI Level 1 to 2 proficiency.
- Interpretive:** SLPI Novice Plus to Survival OR ASLPI Level 1 to 2 proficiency.
- Presentational:** SLPI Novice Plus to Survival OR ASLPI Level 1 to 1.5 proficiency.

Essential Question(s):

How does my language background compare to those of the American Deaf-World?

Learning Targets

COMMUNICATION		
INTERPERSONAL SIGNING	INTERPRETIVE SIGNING	PRESENTATIONAL SIGNING
I can interact and negotiate meaning in signed conversations to share information, reactions, feelings, and opinions on topics related to my language background.	I can understand, interpret, and analyze what is viewed on topics related to my language background.	I can present information, concepts, and ideas to inform, explain, persuade, and narrate on topics related to my language background 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 related to language backgrounds.	I can exchange simple information in the target language, utilizing cultural references where appropriate related to language backgrounds.
I can use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the American Deaf Culture related to language backgrounds.	I can demonstrate skills necessary to initiate, sustain and close exchanges in signed language related to language backgrounds.

CONNECTIONS	COMPARISONS	COMMUNITIES
I can build, reinforce, and expand my knowledge of disciplines related to language backgrounds 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 related to language backgrounds through comparisons of ASL and my own.	I can use the 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	I can demonstrate understanding of the nature of culture related to language backgrounds through	I can set goals and reflect on my progress in using signed language for enjoyment, enrichment, and advancement.

American Deaf Culture related to language backgrounds.	comparisons of American Deaf Culture and my own.	
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CULTURAL CONTEXT

Greetings and Leave-Takings in the Deaf-Worlds
 Deaf of Deaf Family Percentages, CODA Percentages
 The Deaf Identity, Hearing Families that Sign
 Deaf Residential Schools
 Deaf and Hard-of-Hearing Teachers, Interpreters, ASL Teachers
 Growth of Hearing ASL Students in the Community
 Name Signs

ESSENTIAL VOCABULARY

Pronouns & Questions	How Are You?	A Little About Yourself	Learning Backgrounds
Personal/Subject/Object Pronouns HE/IT/SHE/HIM/HER ME/I THEY/THEM (singular) THEY/THEM (plural) US/WE YOU YOU-ALL Wh- and Yes-No Question Signs #DO++ HOW HOW-MANY #NO NONE NOT OH-I-SEE WHAT WHEN WHERE WHICH WHO WHY #YES	Greetings & Follow-Ups HELLO,HEY,HI HOW YOU? NOT SEE-YOU UP-TIL-NOW FEEL BETTER, YOU? WHAT'S-UP? WHERE YOU #BEEN? WHERE YOU UP-TIL-NOW? Responses EASY FEEL BETTER FINE HARD JUST-THE-SAME++ NOW #OK SICK SO-SO STILL TIRED Leave-Takings BYE-BYE NICE+MEET+YOU SEE-YOU LATER	Identities DEAF HARD-OF-HEARING HEARING LEARN+ER TEACH+ER Verbs BE-RAISED LEARN TEACH Languages #ASL ENGLISH FRENCH LANGUAGE SIGN SPANISH SPEAK	Places CLASS COLLEGE DEAF-SCHOOL ELEMENTARY GALLAUDET MIDDLE HERE fs-HS SCHOOL UNIVERSITY Quantities #ALL BOTH LITTLE-BIT MOST SOME (1-9)-YEAR (10 and over)+YEAR

	SEE-YOU TOMORROW “thumbs-up” “wave-bye”		
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EXTENDED VOCABULARY

Possessive Pronouns

FUNCTIONS (How to use the language) / FORMS (Language Structures)

Function	Form
<ul style="list-style-type: none"> ● Wh-Questions ● Yes-No Questions ● Transitions ● Unit Key Phrases ● All About Me Narrative Template 	<ul style="list-style-type: none"> ● Non-Manual Markers and Syntax (Wh-Question Sign last) ● Non-Manual Markers ● Non-Manual Markers and Syntax (Topic+Comment) ● ME NAME (fingerspell name); YOU NAME WHAT?; NICE-MEET-YOU ● Language Background Narrative Structure

Suggested Assessments

DIAGNOSTIC:	FORMATIVE:	SUMMATIVE:
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

[ASL \(OER Resources\)](#)
[American Sign Language I \(ASL 121\)](#)
[American Sign Language II \(ASL 122\)](#)
[American Sign Language III \(ASL 123\)](#)
[Lifeprint](#)
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