

American Sign Language – Year 1

UNIT 3 PLAN: My Family Life



Description:

This unit focuses on **familial structures, telling ages, and using ranking**. Students will delve deeper into the **family dynamics** of the **Deaf-World** and be able to describe **immediate, sibling, extended, and familial variations** in the **target language**.

Georgia Standards/Skills In Focus

- ASL1.IP1A.** Produce gestures, handshapes, movements, facial expressions and pantomime.
- ASL1.IP1D.** Express like/dislike and agreement /disagreement.
- 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 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.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.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.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.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 + 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 the similarities and differences between my family and Deaf-World families?

Learning Targets

COMMUNICATION		
INTERPRETIVE SIGNING	INTERPERSONAL SIGNING	PRESENTATIONAL SIGNING
I can comprehend and interpret live and recorded information in the target language related to family life.	I can engage in conversations and correspondence to provide and obtain information, express feelings and emotions, and exchange opinions related to family life.	I can present information, concepts, and ideas to an audience of viewers related to family life.

CULTURES	
INVESTIGATE (Products and Practices)	INTERACT (Language and Behavior)
I can demonstrate an understanding of the relationship between the products and perspectives of the American Deaf Culture family life.	I can exchange simple information in the target language, utilizing cultural references where appropriate related to family life.
I can demonstrate an understanding of the relationship between the practices and perspectives of the American Deaf Culture family life.	I can demonstrate skills necessary to initiate, sustain and close exchanges in signed language related to family life.

CONNECTIONS	COMPARISONS	COMMUNITIES
I can reinforce and further knowledge of other disciplines related to family life through ASL.	I can demonstrate understanding of the nature of language through comparisons of ASL and my own language(s).	I can use ASL within and beyond the school setting.
I can acquire information and recognize the distinctive viewpoints related to family life that are only available through ASL and Deaf Culture.	I can demonstrate understanding of the nature of culture through comparisons of American Deaf culture and my own culture(s).	I can show evidence of becoming a lifelong learner by using ASL for personal enjoyment and enrichment.

CULTURAL CONTEXT Deaf Family Dynamics	Deaf of Deaf Families CODAS, GCODAs, SODAs Hearing Families that Sign, Hearing Families that do not Sign
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ESSENTIAL VOCABULARY			
Immediate Family	Relationships	Extended Family	Family Variations

<p>Possessive Pronouns MY/MINE HIS/HERS YOUR/YOURS</p> <p>Gender and Relationships BOY BOY+FRIEND FRIEND GIRL+FRIEND GIRL</p> <p>Express Future Desires IN-FUTURE LIKE MAYBE NEED HAVE WANT NOT-WANT</p> <p>Immediate Family BROTHER BROTHER+SISTER CHILDREN DAUGHTER FAMILY FATHER HUSBAND MOTHER MOTHER+FATHER SISTER SON TWINS WIFE</p>	<p>Relationships BE-CLOSE-TO BE-CONCEIVED BE-PREGNANT ENGAGED FALL-IN-LOVE GIVE-BIRTH-TO GO-STEADY-WITH INTERESTING LEAVE-FOR fs-DATE MARRY NOT+BE-CLOSE-TO OFFER+MARRY SO-SO</p> <p>Negation NO NONE NOT</p> <p>Pronouns and Ranking OLDEST LAST YOU-TWO US-TWO</p> <p>Age OLD-(1-9) OLD+(10 and over) (1-9)-MONTH OLD (10+) +MONTH OLD HOW-OLD YOU</p>	<p>Relatives AUNT COUSIN fs-GRAND+CHILDREN fs-GRAND+DAUGHTER GRANDFATHER GRANDMOTHER fs-GRAND+SON (person)+LAW NEPHEW NIECE UNCLE</p> <p>Verbs ME-ALONE BECOME-OLD++ DIED GONE (dead) STILL + LIVE</p> <p>Possession YOUR</p> <p>Total/Sum ALTOGETHER</p> <p>Ranking OLD+EST</p>	<p>Family Variations HALF+BROTHER/SISTER PARTNER fs- STEP+BROTHER/SISTER fs- STEP+FATHER/MOTHER or SECOND+FATHER/MOT HER fs- STEP+SON/DAUGHTER</p> <p>Change in Relationship Verbs ADOPT DIVORCE FALL-IN-LOVE GO-SEPARATE-WAYS fs-LOVE + FADE-AWAY MARRY+AGAIN NOT+GET-ALONG</p> <p>Comments CUTE FACE + DIFFERENT FACE + JUST-THE-SAME FACE + YOUNG HANDSOME LARGE + FAMILY LOOK + LIKE YOU NICE + FAMILY PRETTY</p>
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EXTENDED VOCABULARY

Living Arrangement: LIVE + ALONE, LIVE + WITH + (person/people/pets), PEOPLE, ROOMMATE

Animals/Pets: ANIMAL, BIRD, CAT, #DOG, FISH, #PET, RABBIT, RAT, TURTLE

Possessions: HAVE, NONE, HOW-MANY

Cardinal Numbers 1 - 100

FUNCTIONS (HOW TO USE THE LANGUAGE) / FORMS (LANGUAGE STRUCTURES)

Functions	Forms
<ul style="list-style-type: none"> ● Contrastive Structure ● Telling Ages ● Ranking ● Describing Relationships ● Key Phrases - Examples: 	<ul style="list-style-type: none"> ● Use of Space to compare/contrast two items ● AGE-SPOT + number ● Listing and Ordering Technique ● Personal v Possessive Pronouns ● IN-FUTURE YOU WANT CHILDREN YOU?; YOU HAVE BROTHER+SISTER YOU; YOU BE-CLOSE-TO WHICH?; YOU-TWO SAME-AS, DIFFERENT WHAT?; YOUR MOTHER HAVE BROTHER+SISTER; YOUR MOTHER OLD+EST; YOU HAVE ALTOGETHER AUNT+UNCLE HOW-MANY?; YOUR GRANDMOTHER+GRANDFATHER STILL LIVE?

Suggested Assessment

DIAGNOSTIC:	FORMATIVE:	SUMMATIVE:
<p>Students will be given a pre-test to gauge students' knowledge, skills, strengths, and weaknesses beforehand.</p>	<p>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.</p>	<p>A unit test will be administered to evaluate student learning at the end of the instructional unit.</p>

Suggested Learning Resources

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