

# American Sign Language – Year 1

## UNIT 4 PLAN: My School Life



### Description:

For this unit, students will focus on discussing their **schooling experience, in the classroom and around the school building**, using **real-world orientation, giving commands and directions around the building**, and **ordinal numbers**. Students will compare and contrast their schooling experience with those within the **American Deaf-World**.

### Georgia Standards/Skills In Focus

- ASL1.IP1A.** Produce gestures, handshapes, movements, facial expressions and pantomime.
- ASL1.IP1H.** Follow and give simple directions.
- 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.INT1C.** Understand simple instructions, such as classroom procedures.
- 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.P1A.** Present informational narratives.
- 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.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.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):

How do the educational experiences of Deaf students compare with my own?

## Learning Targets

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

CULTURES	
INVESTIGATE (Products and Practices)	INTERACT (Language and Behavior)
I can demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.	I can demonstrate an understanding of the target language through a variety of media and based on a variety of topics related to school.
I can demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.	I can exchange simple information in the target language, utilizing cultural references where appropriate, related to school.

CONNECTIONS	COMPARISONS	COMMUNITIES
I can reinforce and further one's knowledge of other disciplines through ASL.	I can demonstrate an 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 that are only available	I can demonstrate understanding of the nature of culture through	I can show evidence of becoming lifelong learners by using ASL for

through ASL and the American Deaf Culture.	comparisons of the American Deaf Culture and my own.	personal enjoyment and enrichment.
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<b>CULTURAL CONTEXT</b>	Manualism, Oralism, Total Communication, Mainstreaming, Bilingual/Bicultural Education
<b>In-Depth Deaf Education Topics</b>	Georgia School for the Deaf, Atlanta Area School for the Deaf, Regional Educational Services Agency (RESA)  Minimizing Interruptions, Keeping Others Informed, Interrupting Others

**ESSENTIAL VOCABULARY:**

In the Classroom	Classroom Commands	Around the School	Giving Directions
<b>Signs in the Classroom</b> AGAIN ANYWAY BE+LATE CORRECT DRAW EXCUSE-ME FIND GO-HEAD HOME+WORK HIDE HOLD-ON/WAIT INTERRUPT JOT-DOWN LOOK-FOR MISS-CLASS NOTHING-TO-IS SORRY SUMMON WRITE WRONG  <b>Classroom Items</b> APPLE BOOK CHAIR CANDY CUP DOOR DRINK EYEGLASSES	<b>Actions with the Body</b> DANCE JUMP SIT STAND TURN-AROUND  <b>Actions with Objects</b> (object)+CLOSE FOLD ICL “crumple” ICL “turn-off lights” ICL “turn-on lights” LOOK-AT (object) + OPEN PUT-BEHIND PUT-BESIDE PUT-IN PUT-ON PUT-UNDER READ THROW  <b>Locations</b> BACKPACK BOX SHELF TABLE #TV WASTEBASKET	<b>People</b> ASSISTANT + ___ COACH COUNSEL+ER LEARN+ER PRINCIPAL SECRETARY TEACH+ER  <b>Facilities/Other Locations</b> AREA fs-ATM BOOK+STORE CAFETERIA CANDY + MACHINE CLASS+ROOM FOOD + MACHINE FRONT + DOOR #LAB LIBRARY #LOBBY #OFFICE PHONE SODA-POP + MACHINE TOILET WATER (fountain)  <b>Distractions</b> CAR ICL “horn honking” FIRE RING/ALARM	<b>Directions</b> DOOR ELEVATOR ENTER EXIT FLOOR HALLWAY NEAR PLACE STAIRS WAVE-LEFT WAVE-RIGHT  <b>Express Needs</b> BUY DRINK EAT MONEY NEED (item/action) PRACTICE SEE WASH-HANDS  <b>Gratitude</b> THANK-YOU FINE+PSHAW

fs-CELL + PHONE LIGHTS PAPER PEN/PENCIL PICTURE SHOES WINDOW		LIGHT IX-loc “light” ECL “flashing” PHONE RING/ALARM SCL:3 “vehicle pass by” ECL “sirens flashing” SOMEONE OUTSIDE YELL++ TELL-all BUILDING NOW BE-CLOSED	
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### EXTENDED VOCABULARY

Student/Teacher Choice based on the courses taught/taken by students in their respective schools.  
Students/Teacher Choice based on the extracurricular activities undertaken by students in their respective schools.

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

Function	Form
<ul style="list-style-type: none"> <li>● Giving Commands</li> <li>● Real-World Orientation</li> <li>● Giving Directions</li> <li>● Conveying Distance</li> <li>● Ordinal Numbers</li> <li>● Key Phrases</li> </ul>	<ul style="list-style-type: none"> <li>● (location) + (object) + (person) + (action)</li> <li>● Pointing in the direction of where places are located</li> <li>● Tell where items are (same floor, different floor, different building); use real-world orientation, and perspective shift</li> <li>● FAR (tilt head, squint eyes, open mouth, fully extended arm), MODERATE (tilt head, purse lips, moderately extended arm), and VERY NEAR (tilt head, clench teeth (“cs”), hand close to body)</li> <li>● 1st - 9th and 10th plus patterns</li> <li>● PSHAW (explain distraction) GO AHEAD</li> <li>● PSHAW (explain distraction) NOTHING-TO-IT, ANYWAY (resume talk)</li> </ul>

### Suggested Assessment:

DIAGNOSTIC:	FORMATIVE:	SUMMATIVE:
Students will be given a pre-test to gauge knowledge, skills, strengths, and weaknesses beforehand.	Formative assessments 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 \(ASL 123\)](#)

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