

American Sign Language – Year 1

UNIT 5 PLAN: At Home



Description:

For this unit, students will focus on discussing one's home. Students will tell **where their home is located, describe their residence, discuss their living situations,** and their **chores at home**. Students will again, look at **real-world orientation,** as well as **conveying size** through Non-Manual Markers, **designating locations for non-present people,** and **maintaining spatial agreement**. Students will also discuss how Deaf people “hear with their eyes,” describe Deaf-Friendly Homes, as well as the role of DeafSpace with residences.

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.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.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.

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 is my home life similar and different to those within the American Deaf-World?

What is a Deaf-Friendly Home?

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 one's home.	I can engage in conversations and correspondence to provide and obtain information, express feelings and emotions, and exchange opinions related to one's home.	I can present information, concepts, and ideas to an audience of viewers on a variety of topics related to one's home.

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 home.
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 when discussing home.

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 languages.	I can use ASL within and beyond the school setting.
I can acquire information and recognize the distinctive viewpoints that are only available through ASL 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 show evidence of becoming lifelong learners by using ASL for personal enjoyment and enrichment.

CULTURE CONTEXT A Visual Way of Living	“Hearing” with one’s eyes Deaf Friendly Homes, DeafSpace Project
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ESSENTIAL VOCABULARY

Where One Lives	Discussing One’s Home	Roommates and Pets	Chores
Tell Where CITY HERE LIVE NEAR (Georgia Regional Signs) Areas of City DEAF-SCHOOL DOWNTOWN fs-HILLS MOUNTAINS fs-PARK SHOPPING + fs-MALL WATER Compass Points EAST NORTH SOUTH WEST Opinion DETEST/VOMIT FINE++ LIKE #OK SO-SO	Dwellings #APT fs-CONDO HOME HOUSE fs-LOFT fs-MH fs-TH Home Ages and Sizes LARGE MEDIUM NEW OLD SMALL Colors BLACK BLUE BROWN COLOR COLOR-WHAT? GRAY GREEN ORANGE PINK PURPLE RED WHITE YELLOW	Living Arrangement AUNT BROTHER BROTHER + SISTER COUSIN FATHER HUSBAND LIVE + ALONE LIVE + WITH + ____ MOTHER MOTHER + FATHER ROOMMATE SISTER SON UNCLE WIFE Animals/Pets ANIMAL BIRD CAT #DOG FISH #PET RABBIT TURTLE Possessions HAVE NONE	Chores CHILDREN + TAKE-CARE-OF CLOTHES+FOLD++, PUT-AWAY++ CLOTHES+ WASH-CLOTHES DISHES+WASH-DISHES #DOG TAKE-dog LEAVE-FOR, WALK DUTY FEED+(pet) #FIX++ FLOOR+ICL “vacuum” FLOOR+SWEEP OUTSIDE+CLEAN++ ICL “rake, trim hedge” PLANT+WATER ICL “pour” SHELF++ICL “dust” TRASH + ICL “discard” Opinions About Chores DETEST ENJOY NOT-MIND Asking if Done NOT-YET FINISH

EXTENDED VOCABULARY

Personal and Possessive Pronouns
 Leisure Activities done at home

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

Function	Form (Language Structures)
<ul style="list-style-type: none"> ● Real World Orientation ● Conveying Size ● Designating Locations for People Who are not Present ● Spatial Agreement ● Personal v. Possessive Pronouns ● Key Phrases 	<ul style="list-style-type: none"> ● Point to the location of where places are actually located ● Mouth Morphemes, i.e. Small (ooo), Medium (mmm), Large (cha) ● Place non-present people in space using deixis and eye gaze and refer back to that location to describe them. ● Orient Signs Towards the person being referred to. ● INDEX handshape v OPEN B handshape and conceptual accuracy ● YOU LIVE WHERE? ● ME LIVE (point in the direction) or HERE ● “Area” WHERE ● YOU LIVE HOUSE #APT WHICH? ● LARGE SMALL WHICH? ● NEW OLD WHICH? ● OUTSIDE DCL “outside walls” COLOR? ● POSS-all DUTY WHAT? ● YOU (activity) FINISH ● YOU LIVE ALONE ● YOU HAVE fs-PET ● YES ME HAVE or #NO, NONE (IN-PAST ME HAVE...)

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

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