

American Sign Language	Level - Year 2
UNIT 1:	Deaf-World Functional Skills
LESSON 1:	Perspectives of Deafness
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 2 proficiency.	

Georgia Standards/Skills In Focus

- ASL2.CU1B.** Identify patterns of behavior typically associated with Deaf culture.
- ASL2.CCC1A.** Give examples of historical perspectives of American Sign Language.
- ASL2.CCC1B.** Relate information acquired in other subjects, such as the use of technology.
- ASL2.CCC2A.** Compare and contrast social conventions of the target culture with the student(s)' own culture.
- ASL2.CCC3A.** Compare vocabulary usage and structural patterns of the target language with English
- ASL2.CCC3B.** Use level-appropriate idiomatic expressions and slang in the target language
- ASL2.CCC4A.** Give information regarding major current events of the target culture.
- ASL2.CCC4B.** Understand the impact of major current events on the target culture.

Description:

In this lesson, students will review Deaf culture and delve into the perspectives of deafness to set a foundation for students to explore intricacies of the Deaf-World.

Essential Question(s):

What are patterns of behavior associated with Deaf culture?
 How can I compare and contrast social conventions of the target culture with my own culture?

Learning Targets

COMMUNICATION		
INTERPRETIVE SIGNING	INTERPERSONAL SIGNING	PRESENTATIONAL SIGNING
I can interact and negotiate meaning in signed conversations about views of Deafness, Deaf culture, and history.	I can understand, interpret, and analyze what is viewed related to Deaf culture.	I can present information, concepts, and ideas to inform, explain, persuade, and narrate using appropriate media and adapting to various audiences of viewers, related to Deaf culture and history.

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 function 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 function in the American Deaf-World.

CONNECTIONS

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 access and evaluate information and diverse perspectives that are available through signed language and the American Deaf Culture.
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COMPARISONS

I can use signed language to investigate, explain, and reflect on the nature of language through comparisons of ASL and my own.	I can demonstrate understanding of the nature of culture through comparisons of American Deaf Culture and my own.
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COMMUNITIES

I can use signed language both within and beyond the classroom to interact and collaborate in my community and the globalized world.	I can set goals and reflect on my progress in using signed language for enjoyment, enrichment, and advancement.
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ESSENTIAL VOCABULARY/CONCEPTS

Capital D Deaf: Culturally Deaf/Lowercase d deaf: Medically deaf	
Captions/Subtitles	Deaf World: Includes all Deaf people and anyone connected to those deaf people.
Deaf/Hard of Hearing	Deafness
Deaf Community	DPN: Deaf President Now
Deaf Culture: norms, beliefs, values	Mainstream vs. Residential Schools
Interpreters	Introductions/Meeting New People

Visual strategies to gain a person's attention	Cultural Traditions
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FUNCTIONS/FORMS	
Function (How to Use the Language)	Form (Language Structures)
<ul style="list-style-type: none"> Promoting Deaf culture through art forms. 	<ul style="list-style-type: none"> American Sign Language Structure

Lesson - 1		
OPENING Getting students ready to learn	Step 1: Communicate learning Intentions and determine readiness A. Review the concepts discussed last year and the importance of recognizing Deaf culture. B. Standards: Display, Read, and Introduce: <ul style="list-style-type: none"> I can identify patterns of behavior typically associated with Deaf culture. I can examine international Deaf communities. I can compare and contrast social conventions of the target culture with the student(s) own culture. C. Essential Questions: Display, Read, Discuss <ul style="list-style-type: none"> What are patterns of behavior associated with Deaf culture? How can I compare and contrast social conventions of the target culture with my own culture? 	
	Step 2: Communicate success criteria: A. Students will recall information about Deaf culture and name at least one event that helped shape history.	
	Step 3: Build Commitment and Engagement A. Give students a copy of the American Deaf Culture Quiz. B. Once completed, go over the answers in detail and have students contribute what they remembered from the previous year. C. Compare and contrast cultures.	
	Step 4: Give students new information A. Ask students to share anything they learned or think about hearing loss followed by asking how many students know a deaf person. B. Ask students how their lives would change if they suddenly lost their hearing (through illness or accident). Encourage students to consider the impact on the subjects they study, their hobbies, socializing with friends, their ambitions, family life. Are they all negative changes? Any benefits?	
WORK PERIOD	Step 5: Guide students through practice using the new information - <i>Learning by Doing</i>	
	<table border="1"> <tr> <td style="text-align: center;">Teacher Actions</td> <td style="text-align: center;">Student Actions</td> </tr> </table>	Teacher Actions
Teacher Actions	Student Actions	

<p>Releasing students to do the work</p>	<p>A. Ask students if they can provide examples of when they have misheard or misunderstood something and ended up feeling embarrassed.</p> <p>B. Show a video about the importance of facing someone when talking.</p> <p>C. Follow with a lip-reading challenge.</p>	<p>A. Students will discuss situations they have experienced when they have misheard or misunderstood something.</p> <p>B. Watch a video about facing someone talking.</p> <p>C. Students will attempt to read the teacher's lips and write down what they think is being said.</p>
<p>CLOSING Helping students make sense of their learning</p>	<p>Step 6: Showcase students' learning</p> <p>A. Recap lesson's target of identifying patterns of behavior.</p> <p>B. Discuss lip-reading and what percentage (30%) can be found on the lips.</p>	
	<p>Step 7: Extend learning</p> <p>A. Divide students into groups and play the telephone game using signs.</p> <p>B. Students take turns coming up with phrases to pass along to the next student, then the next, and the final student will sign what they were able to recall from previous students.</p> <p>C. Discuss what changed through the process and where there was a breakdown in communication.</p>	
<p>Finish Early or Need Challenge</p>	<p>If a student finishes early or needs an extra challenge</p> <p>A. Have students mouth phrases to a partner to see if the words can be read on the lips.</p>	

<p style="text-align: center;">Transition to Lesson - 2</p>	
<p>OPENING Getting students ready to learn</p>	<p>Step 1: Communicate learning Intentions and determine readiness:</p> <p>A. Greet students; have them greet each other and then give them instruction by asking them to lipread.</p> <p>B. Ask students what they were able to understand from the lip-reading.</p> <p>Step 2: Communicate success criteria:</p> <p>A. I can introduce myself, ask for someone's name, and express pleasure in meeting someone.</p> <p>B. I can identify a person using gender and a brief description.</p>

	<p>C. I can use the correct facial expressions for wh-questions. D. I can give commands involving objects and the body. E. I can produce the correct handshapes for the manual alphabet/fingerspelling. F. I can express my age.</p> <p>Step 3: Build Commitment and Engagement:</p> <p>A. Ask students to introduce themselves to the class by signing the phrase MY NAME _____ (first and last names). B. Ask students their age and make sure they are using the sign AGE/OLD prior to their number.</p> <p>Step 4: Give students new information:</p> <p>A. Review genders, description words, colors, basic commands, manual alphabet, and numbers 1-100.</p>
<p>WORK PERIOD Releasing students to do the work</p>	
<p>CLOSING Helping students make sense of their learning</p>	
<p>Finish Early or Need Challenge</p>	

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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