

American Sign Language – Year 2

UNIT #1 PLAN: Deaf-World Functional Skills



Description:

This unit focuses on the topics of functional survival skills within the Deaf-World. The unit will review culture, vocabulary, and grammar topics to relay information about **oneself, friends and family, home and school, and everyday activities**. This unit also delves into the various **perspectives of deafness**, to set a foundation for students to continue to explore the intricacies of the Deaf-World.

Georgia Standards/Skills In Focus

- ASL2.IP1A. Express needs and preferences.
- ASL2.IP1B. Express feelings and emotions.
- ASL2.IP1D. Give descriptions.
- ASL2.IP1E. Give and follow directions and instructions.
- ASL2.IP1F. Ask questions and provide responses based on topics such as self, others, and immediate environment.
- ASL2.IP1G. Ask questions and provide responses about plans and events.
- ASL2.IP2A. Initiate, participate in, and close an exchange.
- ASL2.IP2B. Use simple paraphrasing to convey and comprehend messages.
- ASL2.IP2C. Use non-manual aspects of ASL to convey and comprehend messages.
- ASL2.IP2D. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency in target language exchanges.
- ASL2.INT1A. Identify main ideas and essential details while viewing an ASL signed narrative.
- ASL2.INT1C. Understand instructions.
- ASL2.INT1D. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency receptive skills.
- ASL2.INT2A. Differentiate among statements, questions, and commands.
- ASL2.INT2B. Comprehend basic non-manual markers.
- ASL2.P1A. Retell main ideas and essential details from level-appropriate ASL materials.
- ASL2.P1B. Give brief, organized signed presentations, using visual and technological support as appropriate.
- ASL2.P1C. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency expressive skills.
- ASL2.P2A. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency sign production skills of rehearsed and unrehearsed materials.
- ASL2.P2B. Demonstrate comprehension of material.
- 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.

Targeted Proficiency Range

Interpersonal: SLPI Novice + to Survival OR ASLPI Level 1 to 2 proficiency.

Interpretive: SLPI Novice + to Survival OR ASLPI Level 1 to 2 proficiency.

Presentational: SLPI Novice + to Survival OR ASLPI Level 1 to 2 proficiency.

Essential Question(s):

How are Deaf people viewed historically within the global society?

How does an ASL student provide basic information to demonstrate functional skills in the Deaf-World?

Learning Targets

COMMUNICATION		
INTERPRETIVE SIGNING	INTERPERSONAL SIGNING	PRESENTATIONAL SIGNING
I can interact and negotiate meaning in signed conversations to share information, reactions, feelings, and opinions related to myself, my friends and family, my home and school, and my everyday activities.	I can understand, interpret, and analyze what is viewed related to myself, my friends and family, my home and school, and my everyday activities.	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 myself, my friends and family, my home and school, and my everyday activities.

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 Cultures.	I can demonstrate skills necessary to initiate, sustain and close exchanges in signed language to function in the American Deaf-World.

CONNECTIONS	COMPARISONS	COMMUNITIES
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 use signed language to investigate, explain, and reflect on the nature of language through comparisons of ASL and my own.	I can use signed 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 American Deaf Culture.	I can demonstrate understanding of the nature of culture through comparisons of American Deaf Culture and my own.	I can set goals and reflect on my progress in using signed language for enjoyment, enrichment, and advancement.
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CULTURAL CONTEXT - PERSPECTIVES OF DEAFNESS	ESSENTIAL VOCABULARY
Views of Deafness Major Historical Events in Deaf History	ASL 1 Units 1 - 6 Vocabulary
EXTENDED VOCABULARY	
Due to the amount of vocabulary covered in this lesson, extended vocabulary is not recommended.	

FUNCTIONS (How to use the language) / FORMS (Language Structures)	
Function	Forms
<ul style="list-style-type: none"> ● The Five Parameters ● Reading Fingerspelling ● Cardinal Numbers 1 - 100 ● What & Yes-No Questions ● Contrastive Structure ● Telling Ages ● Ranking ● Describing Relationships ● Real-World Orientation and Spatial Agreement ● Establish Tense ● Sequencing Activities ● Giving Times ● Telling the Year 	<ul style="list-style-type: none"> ● Handshape, Location, Movement, Palm Orientation, and Non-Manual Markers ● Fist, Up, Down, Moving, Sideways, and Double Letters ● Counting Numbers Patterns (1 - 29; 30 - 66, 67 - 100) ● Non-Manual Markers and Syntax ● Use of Space to compare/contrast two items ● AGE-SPOT + number ● Listing and Ordering Technique ● Personal v Possessive Pronouns ● Pointing in the direction of the location of people and places Giving Directions, Giving Commands, GO-TO, COME-HERE, etc. ● Establish Tense (body line and use of space); Time + Location + Object + Subject + Verb OR Time + Location + Topic + Comment ● Use FINISH to go from one activity to the next ● Time Patterns (Minutes, Hours, and Clock - Telling the Time) ● Telling the Year Patterns (i.e. 17/76, 2000 - 2009, 10-15, 20, 1907)

Suggested Assessment

DIAGNOSTIC:	FORMATIVE:	SUMMATIVE:
Students will be given a pre-test to gauge students' knowledge, skills, strength, and weaknesses beforehand (similar assessment	Formative assessment will be given throughout the unit to assess students' understanding throughout the learning process to help teachers adjust their	Students will be given a unit test to evaluate student learning at the end of the instructional unit.

given last year over the same concepts).	strategies accordingly. This includes immediate feedback, formal vs. informal questions, and exit tickets.	
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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)</p> <p>Lifeprint FYI: Permission rules regarding use of ASL University and/or Lifeprint.com material</p> <p>Integrated and Open Interpreter Education – Simple Book Publishing</p>
