

American Sign Language Level 2 Unit 1 Deaf-World Functional Skills

“At A Glance”

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Can-Do Statements	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.	I can introduce myself, ask for someone’s names, and express pleasure in meeting someone. I can express my age. I can use the correct facial expressions for wh-questions.	I can identify a person using gender and a brief description.	I can produce the correct handshapes for the manual alphabet/ fingerspelling. Recall handshapes for manual alphabet/fingerspelling.	I can give commands involving objects and the body.
Proficiency Level 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.				
Language Forms & Functions	Promoting Deaf culture through art forms. American Sign Language syntax/structure.	Comparisons between Deaf culture and one’s own culture. Wh-word questions and appropriate facial expressions.	Identifying people	Produce correct handshapes for manual alphabet/fingerspelling.	Give simple commands involving objects and the body.
Transition / Opening <i>(Insert hyperlinks where possible)</i>	Ask students if they can provide examples of when they have misheard or misunderstood something and ended up feeling embarrassed.	Greetings: “wave-hello,” “salute-hi,” HELLO; Following up after greeting; replying; leave-takings: ‘wave-bye,” BYE-BYE, “thumb-up”, SEE-you LATER, etc.	Identifying people using sequencing: gender, brief description, point out person and glance at person, affirm.	Remind students that in the Deaf community, you introduce yourself by fingerspelling your name.	Remind students that when giving commands for actions involving objects, your eyebrows should be raised when naming the object.

Input / Mini-Lesson (<i>Insert hyperlinks where possible</i>)	Ask students to share anything they learned or think about hearing loss.	Greetings: making eye contact, when greeting others, acknowledging each other when passing by nodding; Leave-takings: making eye contact with individuals when saying goodbye	Remind students the order of describing someone.	Now, we are going to work on continuous flow and avoid “bouncing” or “stamping” the letters as they are spelled.	Give examples of commands using ASL.
Work Period					
Interpretive Activities / Tasks (<i>Insert hyperlinks where possible</i>)	Interact and negotiate meaning in signed conversations about deafness, Deaf culture, and history.	Show students how to use proper greetings and goodbyes.	Show students a video of someone signing a description for them to answer comprehension questions.	Have students practice receptively understanding fingerspelled words.	Direct students to do different things in the classroom. Ex: Put your pencil on the desk. Students will show comprehension by doing the task.
Interpersonal Activities / Tasks (<i>Insert hyperlinks where possible</i>)	Understand, interpret, and analyze what is viewed related to Deaf culture.	Practice greetings and using a “goodbye” phrase and making eye contact with others as they leave the classroom.	Practice signing descriptions of others.	Given a list of words in a category, students will fingerspell and paying attention to the flow.	Give students a list of commands that can be done within a classroom and have them practice signing commands.
Presentational Activities / Tasks (<i>Insert hyperlinks where possible</i>)	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.	Inform students that they are to greet each other as they arrive to class and use goodbye to each other when class ends.	Students present a description of themselves.	Students will practice by playing games like Scattergories .	Students can practice each command with a partner and act out the tasks.
Closing / Formative / Self-Assessment (<i>Insert hyperlinks where possible</i>)	Recap lesson’s target of identifying patterns of behavior. Discuss lipreading and that only	Recap lesson’s target by appropriate greetings and leave-takings.	Recap lesson’s target of identifying descriptions of others.	Recap and explain that fingerspelling is not easy and takes time to develop skill.	Recap and explain the importance of raising eyebrows when naming the object.

	30% is comprehensible on the lips.				
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