

American Sign Language – Year 2

UNIT 2 PLAN: Identifying Others



Description:

For this unit, students will focus on **identifying people and things** that are present and not present. Fingerspelling will be focused on **clothing-related words** and there will be a review of **cardinal numbers 0 - 100**. Students will apply a variety of **narrative structures to describe personal items**. Students will focus on learning about **Deaf-World Greetings and Leave-Takings**.

Georgia Standards/Skills In Focus

- ASL2.IP1A.** Express needs and preferences.
- ASL2.IP1B.** Express feelings and emotions.
- ASL2.IP1C.** Request help and clarification.
- ASL2.IP1D.** Give descriptions.
- 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.CU1A.** Participate in real or simulated cultural events.
- ASL2.CU1B.** Identify patterns of behavior typically associated with Deaf culture.
- 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

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.

Essential Question(s):

What do greetings and leave-takings look-like in the Deaf-World?
 How do I distinguish people and things from others around them?

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 other people and a variety of personal items.	I can understand, interpret, and analyze what is viewed related to other people and a variety of personal items.	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 other people and a variety of personal items.

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	I can demonstrate understanding of the nature of culture through comparisons of	I can set goals and reflect on my progress in using signed

through signed language and the American Deaf Culture.	American Deaf Culture and my own.	language for enjoyment, enrichment, and advancement.
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CULTURAL CONTEXT

Greetings and Leave-Takings in the Deaf-World

ESSENTIAL VOCABULARY

Identifying Present People		Describing Personal Items	
<p>Identify Person SEE + (person)</p> <p>confirmation THAT-ONE? !THAT-ONE!</p> <p>Gender BOY GIRL MAN PERSON WOMAN</p> <p>Actions APPLE + EAT BOOK + READ CANDY + EAT CHAT COFFEE + DRINK COMPUTER + TYPE DANCE JUMP MUSIC + LISTEN SODA-POP + DRINK SHOE + TIE-STRING SLEEP SIT STAND TIME + LOOK-AT TURN-AROUND</p> <p>Degrees of Attentiveness NOT+PAY-ATTENTION</p>	<p>Colors WHITE BLACK RED BLUE YELLOW ORANGE COLORS BROWN GREEN PURPLE PINK GRAY</p> <p>Appearance: head and face BEARD EYEGLASSES FACE HAIR HEAD HEAD-WRAP MUSTACHE fs-SUN+EYEGLASSES</p> <p>Appearance: hair BALD-TOP or ECL:open8 “bare head” BPSASS “hair length, texture or style” HAIR (color) + HAIR</p> <p>Clothing fs-BOOTS</p>	<p>How Got item (phrases) (person) IX GIVE-TO-me or PRESENT-TO-me (item) BIRTHDAY or (holiday), person (IX) GIVE-TO-me (item) ME GO-TO VACATION or (event) BUY (item) (item), (person) IX NOT-WANT, PRESENT-TO-me GO-TO GARAGE fs-SALE (or SECOND-HAND STORE), SEE (item), BUY (person) POSS (item), ME TAKE-FROM-person</p> <p>Materials fs-COPPER fs-COTTON FABRIC fs-FLEECE fs-FUR GLASS fs-GOLD LEATHER METAL fs-NYLON fs-PLASTIC fs-POLYESTER RUBBER fs-SILK fs-SILVER fs-SUEDE WOOD</p>	<p>Types of Materials DCL “padded” FAKE REAL SEE-THROUGH</p> <p>Tops BLOUSE COAT/JACKET SHIRT SWEATER/PULLOVER DCL “”T” + SHIRT fs-VEST</p> <p>Items BACKPACK fs-BAG fs-CELL + PHONE EYEGLASSES HAT PURSE SCARF</p> <p>Comments fs-COOL DIFFERENT LOUD-COLOR NEVER+SEE OLD fs-FF (old-fashioned) PRETTY fs-SIZE STRANGE fs-STYLE SWELL</p>

PAY-ATTENTION Body Positions BPCL “legs positions” Height TALL MEDIUM-person SHORT-person Body type BROAD-SHOULDERS SKINNY SLENDER PLUMP	CLOTHES COAT/JACKET DRESS PANTS SHIRT SHOES fs-SUIT fs-TUX fs-VEST fs-WALLET Describing patterns DCL “patterns”	fs-WOOL	UGLY
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EXTENDED VOCABULARY

BCLs, BPCLs and BPSASSes
 DCLs “clothing patterns” and DCLs: basic shape and size, pattern and detail
 ICLs
 LCLs

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

Function	Form
<ul style="list-style-type: none"> Identifying People Who Are Present Describing Personal Items Key Phrases 	<ul style="list-style-type: none"> Gender + action/appearance/body position/clothing (description) Sequences for Describing tops and coats, bags, and eyeglasses, hats and scarves (fingerspell name) WHO? FACE+SAME-AS WHAT YOU EXPLAIN MADE FROM WHAT?

Suggested Assessment:

DIAGNOSTIC:	FORMATIVE:	SUMMATIVE:
Students will be given a pre-test to gauge students’ knowledge, skills, strength, and weaknesses beforehand (similar assessment given last year over the same concepts).	Formative assessment will be given throughout the unit to assess students’ understanding throughout the learning process to help teachers adjust their strategies accordingly. This includes immediate feedback, formal vs. informal questions, and exit tickets.	Students will be given a unit test 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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