

# American Sign Language – Year 2

## UNIT 4 PLAN: My Neighborhood



### Description:

For this unit, students will focus on describing places in their **neighborhood**. There is also an emphasis on real world orientation in the form of **giving directions**. Students will focus on learning about **name signs** and their importance to the Deaf-World.

### 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.IP1E.** Give and follow directions and instructions (e.g., locatives, and indexing).
- 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.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.

## 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 is the importance of name signs in the Deaf-World?

How does my neighborhood compare to members of 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 places in my neighborhood.	I can understand, interpret, and analyze what is viewed related to places in my neighborhood.	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 places in my neighborhood.

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

perspectives that are available through signed language and the American Deaf Culture.	culture through comparisons of American Deaf Culture and my own.	language for enjoyment, enrichment, and advancement.
--	--	--

**CULTURAL CONTEXT**

Descriptive Name Signs  
Arbitrary Name Signs

**ESSENTIAL VOCABULARY**

Discussing Neighborhoods	Places in the Neighborhood	Giving Directions
<p><b>Areas</b> BUSINESS + AREA COUNTRY + AREA DOWNTOWN + AREA fs-HILLS, DCL “rolling hills” FARM + AREA HOME + AREA (residential) MACHINE + AREA (industrial area)</p> <p><b>Neighborhoods</b> fs-APT CHANGE++ CHEAP fs-CONDO DIFFERENT DIVERSE EXPENSIVE HOME AREA NEW++ HOME AREA OLD++ fs-LOFT PRETTY</p> <p><b>People in the Neighborhood</b> ART+ER ASIA (people) BLACK (people), AFRICA (face) +AMERICA BLUE+COLLAR CHEERFUL COLD INDIA (people) LATINOS MAD-char NOSEY</p>	<p><b>Places Nearby</b> ART + fs-STUDIO CAR+INSURANCE CHEAP+DISCOUNT COFFEE+HOUSE fs-DEPT+STORE EXERCISE FARM + fs-MARKET FAST+FOOD fs-FERRY LCL “boat going out”++ FURNITURE HIGHWAY HORSE + fs-TRAIL HOTEL NEAR PHONE STORE fs-RE SANDWICH SMALL STORE, OPEN ALL-NIGHT SWIM + fs-POOL</p> <p><b>Government services/facilities</b> fs-CITY+HALL FIREFIGHTER JUDGE+HOUSE PARKING POLICE</p> <p><b>Noise, Safely, and Activity Levels</b> BORING CLEAN DANGEROUS DIRTY ECL “empty streets”</p>	<p><b>Basic Directions</b> ACROSS-FROM CORNER-far left CORNER-far right CORNER-near left CORNER-near right NEXT-TO</p> <p><b>Distance</b> ALL-WAY-DOWN (number) BLOCK-AWAY END-STREET</p> <p><b>Landmark</b> LIGHT ECL “traffic stop light” GO-PAST</p> <p><b>Intersection</b> INTERSECTION CROSS-STREET</p> <p><b>Where to Turn</b> TURN-LEFT TURN-RIGHT</p> <p><b>Surroundings</b> ACROSS-FROM NEXT-TO-left NEXT-TO-right THUMB-loc “back”</p>

OLD+ER PROFESSIONAL RETIRED WHITE+COLLAR WHITE-FACE YOUNG + FAMILY	MANY + #DO-circle NOISY QUIET fs-SAFE SMELL + STINKY TRAFFIC	
<b>EXTENDED VOCABULARY</b>		
Teacher/Student Choice Vocabulary related to other places that are near their neighborhoods.		

<b>FUNCTIONS (How to use the language) / FORMS (Language Structures)</b>	
<b>Function</b>	<b>Form</b>
<ul style="list-style-type: none"> <li>● Rhetorical Questioning</li> <li>● Locatives</li> <li>● Giving Directions</li>   <li>● Key Phrases</li> </ul>	<ul style="list-style-type: none"> <li>● Non-Manual Markers, Wh-Questioning Syntax</li> <li>● IX-dir, IX-loc, THUMB-loc “back” NEXT-TO, etc.</li> <li>● Signer’s Perspective, From a Corner Sequence, Across from a Place Sequence, Weak Hand as Reference Point, Horizontal Map Orientation, Facial Markers to tell how close or how far, Perspective Shift, When Clauses</li> <li>● UP-TILL-NOW (number)-YEAR (or MONTH)</li> <li>● AREA FACE+SAME-AS WHAT</li> <li>● NEAR IX-dir(place)</li> <li>● NEAR IXo-loc (place)</li> <li>● (number)BLOCK-AWAY IX-loc (place)</li> <li>● (number) fs-MILE(S) IX-dir (place)</li> <li>● MY HOME AREA HAVE MANY (group)...SOME(group)</li> <li>● MY HOME AREA MOST PEOPLE (group), FEW (group)</li> <li>● MY HOME AREA PEOPLE DIVERSE...(groups)</li> <li>● ACROSS-FROM IX-loc, NEXT-TO-left IX-loc, NEXT-TO-right IX-loc, and THUMB-loc “back”</li> <li>● ME LIKE AREA WHY</li> <li>● ONE, ME NOT+LIKE</li> <li>● STAY-here UNTIL (event)</li> <li>● (distance) ALL-WAY-DOWN GO-PAST (place) TURN-LEFT/RIGHT</li> <li>● (distance+landmark) (number) BLICK-AWAY, CORNER, IX-loc (place) (name palace), TURN-LEFT/RIGHT</li> <li>● (distance+intersection) ALL-WAY-DOWN, INTERSECTION, CROSS-STREET, (name of street), TURN-LEFT/RIGHT</li> <li>● ALL-WAY-DOWN, END STREET, TURN-LEFT/RIGHT, (shift perspective) (number)-BLOCK-AWAY, CORNER IX-loc “that one” (name place)</li> </ul>

**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 \(ASL 123\)](#)

[Lifeprint](#) FYI: [Permission rules regarding use of ASL University and/or Lifeprint.com material](#)

[Integrated and Open Interpreter Education – Simple Book Publishing](#)