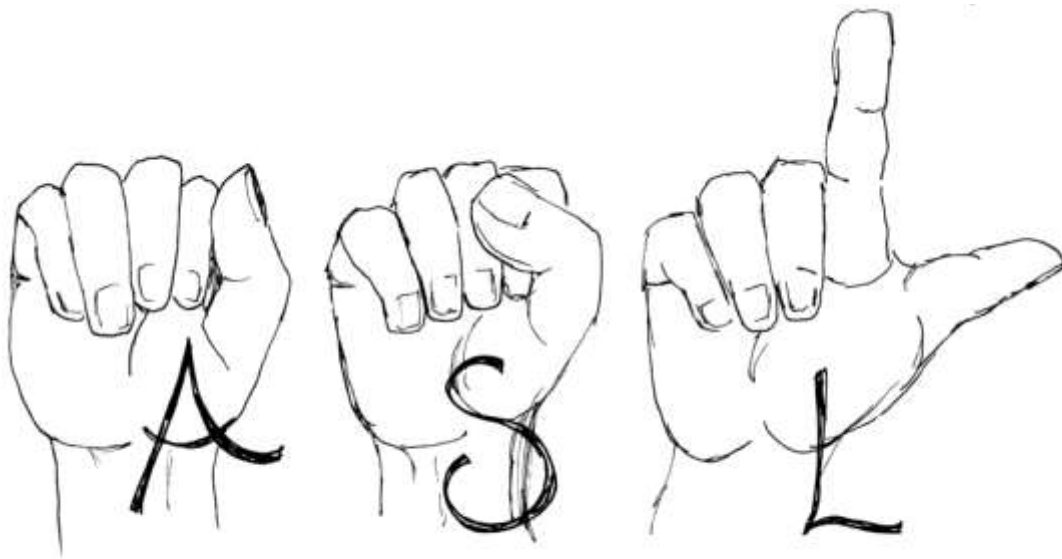


American Sign Language I

Grades 9-12



2022 Adopted

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Curriculum Revision Committee

Grades 9-12 American Sign Language I

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COURSE NAME: American Sign Language I - Journey into the Deaf World

Grade Level / Prerequisites: *None*

Duration (Semester/Year): *Year*

Number of Units: *4*

Course Credit: *1 credit*

OVERVIEW

Explore the language of the Deaf community with its origin story from our very own state! In American Sign Language I (ASL), students will start their journey into the Deaf World - developing a basic understanding of fundamentals in visual, receptive and expressive skills for grammar, facial-expressions, classifiers, fingerspelling and vocabulary building. The overarching goal is that students be able to hold beginning-level conversations in ASL. Along with the linguistic introduction, the history and cultural awareness of the Deaf community will also be addressed on a daily basis. This course is designed for students who have little or no previous knowledge of ASL.

Unit Overview: Explore the language of the Deaf community with its origin story from our very own state! You live on EARth, but in this class we will visit EYEth - a planet for "people of the eye", in which everyone speaks in visual-manual modality. In this unit, students will start their journey into the Deaf World - being able to introduce themselves in ASL and start basic conversations.

STAGE 1: DESIRED RESULTS

Established Goals (from ACTFL)	Transfer Goals
<p>Intercultural Communication:</p> <ul style="list-style-type: none"> I can interact at a survival level in some familiar everyday contexts I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. 	<p>Communication; Self-Direction</p> <ul style="list-style-type: none"> Initiate and respond effectively on a given topic based on exchanges and actions Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) <p>Responsible Citizenship; Critical Thinking</p> <ul style="list-style-type: none"> Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world
Understandings	Essential Questions
<ul style="list-style-type: none"> Languages contain structures for interpreting and analyzing human experiences. The etymology of signs reflects the values and history of Deaf culture. 	<ul style="list-style-type: none"> What am I trying to communicate and how do I sign it? Is what I'm signing understood? What is this person trying to communicate? How do I work to visually comprehend? How does this sign capture the meaning of the term?
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> Learning a visual language is different than learning a spoken language Survival signs to ensure an immersive learning environment Non-manual signals affect the meaning of signs 5 parameters of a sign 	<p><i>Receptive: I can...</i></p> <ul style="list-style-type: none"> Understand the five parameters in my signing Understand simple commands based on my actions Comprehend and demonstrate the difference between a statement and a question based on signs Identify and utilize different attention-getting strategies appropriate in the Deaf culture <p><i>Interactive: I can...</i></p>

	<ul style="list-style-type: none"> ● Share basic information about myself (hearing status) and ask someone else in conversation ● Introduce myself and ask for someone’s name ● Advocate for my needs using the appropriate survival signs <p><i>Expressive: I can...</i></p> <ul style="list-style-type: none"> ● Accurately fingerspell the ASL alphabet ● Introduce myself in a typical greeting ● Advocate for my needs using the appropriate survival signs ● Demonstrate the five parameters in my signing
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

Summative Assessment <i>Connects to specific ACTFL modes of communication</i>	Formative Assessment
<p>INTERPRETIVE (to measure receptive learning targets): Understand an introduction phrases comprehension video.</p> <p>INTERPERSONAL (to measure interactive learning targets): Interview classmate in basic introductory phrases and questions.</p> <p>PRESENTATIONAL (to measure expressive learning targets): Fingerspell the ASL alphabet under 1 minute.</p> <p>Personal Introduction assignment: OPTION A “Allow me to introduce myself” recording OPTION B Introduce your pet recording</p>	<p>Pre Assessment - Expressive</p> <ul style="list-style-type: none"> ● Script and practice conversations ● 3-5 letter words fs receptive/expressive tasks ● Replying to basic questions ● Situational activities - What to say when? How do I advocate for my needs?

STAGE 3: LEARNING PLAN

First Topic: Foundations	Estimated # of Classes: 10
<p>Relevant Learning Targets (from Stage 1): I can...</p> <ul style="list-style-type: none"> ● Accurately fingerspell the ASL alphabet ● Demonstrate the ability to introduce oneself and participate in typical greetings ● Identify and utilize different attention-getting strategies ● Identify and describe multiple ASL parameters 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> ● What am I trying to say and how do I sign it? Is what I’m signing understood? ● How do the parameter distinctions and movement patterns of the target language affect the communication of meaning?
<p>Learning Activities:</p>	

- Role playing conversations
- Introduce a classmate
- Fingerspelling (fs) game
- FS name roulette

Second Topic: Introductions & Survival

Estimated # of Classes: 10

Learning Targets:

I can...

- Understand simple commands
- Ask questions for clarification
- Understand the difference between a statement and a question

Essential Questions:

- What am I trying to say and how do I sign it? Is what I'm signing understood?
- How might it feel to be a Deaf student in a hearing world?

Learning Activities:

- Replying to basic questions
- Situational activities - What to say when?
- Role playing conversations
- Using other modes of communication instead of voicing to get clarification

Unit Overview: When meeting a Deaf person, typical introductions include “What is your name?” “Are you Deaf?” and “What school do you go to? / Where are you learning ASL?” In this unit, we will explore signs related to school and how to incorporate them into our basic conversations. (calendar/schedules/time and numbers)

STAGE 1: DESIRED RESULTS

Established Goals (from ACTFL)	Transfer Goals
<p>Interpersonal Communication:</p> <ul style="list-style-type: none"> I can communicate in spontaneous signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through signed language. 	<p>Self-Direction; Communication</p> <ul style="list-style-type: none"> Initiate and respond effectively on a given topic based on exchanges and actions Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) <p>Responsible Citizenship; Critical Thinking</p> <ul style="list-style-type: none"> Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world
Understandings	Essential Questions
<ul style="list-style-type: none"> Languages contain structures for interpreting and analyzing human experiences. The etymology of signs reflects the values and history of Deaf culture. 	<ul style="list-style-type: none"> What am I trying to communicate and how do I sign it? Is what I’m signing understood? What is this person trying to communicate? How do I work to visually comprehend? (How do I use context clues to derive meaning?) How does this sign capture the meaning of the term? - What evidence do we see that language and meaning do not transfer directly from one language to another? (“<i>Institution</i>” vs. “<i>residential school</i>”)
Knowledge	Skills (Framed as Learning Targets)

<ul style="list-style-type: none"> ● Learning a visual language is different than learning a spoken language ● Real-world orientation & signer’s perspective requires knowing where you are in relation to other areas in the community, while also knowing when someone is signing, it is necessary to use their perspective for directions. ● Non-manual signals affect the meaning of signs ● There are differences in historical and contemporary educational options for Deaf students ● Ordinal numbers are different than cardinal numbers ● CT’s rich history in Deaf Education and the beginning of ASL 	<p><i>Receptive: I can...</i></p> <ul style="list-style-type: none"> ● Understand what people sign about grades, school schedules, subjects, and class supplies. ● Comprehend people signing about personnel and locations within a school. ● Understand someone signing the day/time. (numbers 30-66) ● Identify and use the Agent Marker <p><i>Interactive: I can...</i></p> <ul style="list-style-type: none"> ● Sign a conversation about my school day ● Sign my grade level, what classes and teachers I have, and when I have them. ● Describe my classes as difficult or easy and ask others about their classes. ● Ask and answer questions about time. (numbers 30-66) ● Ask and give directions to places in the school. <p><i>Expressive: I can...</i></p> <ul style="list-style-type: none"> ● Sign about my school schedule. ● Describe my classes and teachers/school personnel. ● Tell the day/time. (numbers 30-66) ● Comprehend and produce signs for different types of schools
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

<p style="text-align: center;">Summative Assessment <i>Connects to specific ACTFL modes of communication</i></p>	<p style="text-align: center;">Formative Assessment</p>
<p>INTERPRETIVE (to measure receptive learning targets): Watch a narrative about someone’s school day and opinions. Identify the key information. Follow directions to different places in the school building - mapping or escape room activity.</p> <p>INTERPERSONAL (to measure interactive learning targets): Interview someone and find out about their school day and opinions. Give and follow directions to different places in/around the school building.</p> <p>PRESENTATIONAL (to measure expressive learning targets): Present information about your school schedule and preferences.</p>	<ul style="list-style-type: none"> ● Script and practice conversations ● Present about where you went to elementary, middle school with comments on classes. ● Replying to basic questions ● Situational activities - What to say when?

STAGE 3: LEARNING PLAN

<p>First Topic: People & Places in the School Community</p>	<p>Estimated # of Classes: 13</p>
<p>Relevant Learning Targets (from Stage 1) : I can...</p>	<p>Relevant Essential Questions (from Stage 1):</p>

<ul style="list-style-type: none"> ● Ask and give directions to places in the school. ● Comprehend people signing about personnel and locations within a school. ● Comprehend and produce signs for different types of schools ● Recognize different education options for Deaf students 	<ul style="list-style-type: none"> ● What am I trying to say and how do I sign it? Is what I'm signing understood? ● How do I identify and use the Agent Marker appropriately in ASL? ● How does this sign capture the meaning of the term? - What evidence do we see that language and meaning do not transfer directly from one language to another? ("Institution" vs. "residential school")
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Learning Activities:

- Script and practice conversations
- Replying to basic questions
- Situational activities - What to say when?
- Summative assessment: Give a tour of the school to prospective students

Second Topic: Prior & Current School Experiences

Estimated # of Classes: 12

Learning Targets:

I can...

- Understand what people sign about grades, school schedules, subjects, and class supplies.
- Understand someone signing the day/time.
- Sign a conversation about my school day
- Sign my grade level, what classes and teachers I have, and when I have them.
- Describe my classes as difficult or easy and ask others about their classes.
- Ask and answer questions about time.
- Sign about my school schedule.
- Describe my classes and teachers/school personnel.
- Tell the day/time.

Essential Questions:

- What am I trying to say and how do I sign it? Is what I'm signing understood?
- What is this person trying to communicate? How do I work to visually comprehend? (How do I use context clues to derive meaning?)

Learning Activities:

- Role playing conversations
- Present about where you went to elementary, middle school with comments on classes.
- Replying to basic questions
- Situational activities - What to say when?
- Using other modes of communication instead of voicing to get clarification

Unit Overview: In the Deaf World, the family unit is a microcosm of the larger community - the next section will focus on family and friends. Being able to talk about your family will be a key topic in your signed conversations and help you better understand the family dynamics within the Deaf community.

STAGE 1: DESIRED RESULTS

Established Goals (from ACTFL)	Transfer Goals
<p>Intercultural Communication:</p> <ul style="list-style-type: none"> I can communicate in spontaneous signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. 	<p>Communication; Self-Direction</p> <ul style="list-style-type: none"> Initiate and respond effectively on a given topic based on exchanges and actions Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) <p>Responsible Citizenship; Critical Thinking</p> <ul style="list-style-type: none"> Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world
Understandings	Essential Questions
<ul style="list-style-type: none"> Languages contain structures for interpreting and analyzing human experiences. The etymology of signs reflects the values and history of Deaf culture. 	<ul style="list-style-type: none"> What am I trying to communicate and how do I sign it? Is what I'm signing understood? What is this person trying to communicate? How do I work to visually comprehend? How do I use contrastive structures in ASL? How do I use pronouns appropriately within ASL sentences?
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> Learning a visual language is different than learning a spoken language Percentage of families that are entirely Deaf (Martha's Vineyard history) Extended family dynamics (CODAs - Children of Deaf Adults) Referents - Present and Not Present 	<p><i>Receptive: I can...</i></p> <ul style="list-style-type: none"> understand what people say in a short conversation about family members. understand basic descriptions of family members. (numbers 67-99). understand a description of a person and be able to identify them in a room/in a picture

	<ul style="list-style-type: none"> ● understand people signing about life events and family relationships ● identify dates of major life events in short stories/videos <p><i>Interactive: I can...</i></p> <ul style="list-style-type: none"> ● sign about the members of my family and ask about someone's family. ● ask and tell what my family members look like and their personalities. ● ask and tell what members of my family like to do and why. ● ask and tell family relationships and major life events. <p><i>Expressive: I can...</i></p> <ul style="list-style-type: none"> ● describe my family members and their age (numbers 67-99). ● talk about what members of my family do and major milestones ● sign dates of major life events ● demonstrate basic gender-related signs ● describe a person's general appearance ● demonstrate how to give a compliment
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

<p style="text-align: center;">Summative Assessment</p> <p><i>Connects to specific ACTFL modes of communication</i></p>	<p style="text-align: center;">Formative Assessment</p>
<ul style="list-style-type: none"> ● INTERPRETIVE (to measure receptive learning targets): Watch, a narrative about a family. Identify key vocabulary and concepts - comprehension based activities. ● INTERPERSONAL (to measure interactive learning targets): Interview someone in order to find out information about a family. ● PRESENTATIONAL (to measure expressive learning targets): Display and describe pictures of your immediate family using ranking/ordering - family tree 	<ul style="list-style-type: none"> ● Script and practice conversations ● Replying to basic questions ● Situational activities - What to say when? ● Identify numbers in different contexts

STAGE 3: LEARNING PLAN

<p>First Topic: Describing People</p>	<p>Estimated # of Classes: 8</p>
<p>Relevant Learning Targets (from Stage 1): I can...</p> <ul style="list-style-type: none"> ● Understand a description of a person and be able to identify them in a room/in a picture ● Demonstrate basic gender-related signs ● Describe a person's general appearance 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> ● What am I trying to say and how do I sign it? Is what I'm signing understood? ● How do I use pronouns appropriately within ASL sentences?

<ul style="list-style-type: none"> ● Ask and tell what my family members look like and their personalities ● Demonstrate how to give a compliment 	
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Learning Activities:

- Role playing conversations
- “Guess Who” appearance game
- Fashion Show

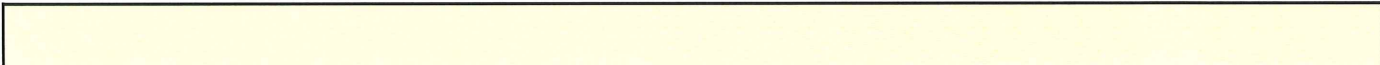


Second Topic: Let Me Introduce My Family	Estimated # of Classes: 9
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<p>Learning Targets: I can...</p> <ul style="list-style-type: none"> ● Understand what people say in a short conversation about family members. ● Understand basic descriptions of family members. (numbers 67-99). ● Sign about the members of my family and ask about someone’s family. ● Describe my family members and their age (numbers 67-99). 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Is what I’m signing understood? ● What is this person trying to communicate? How do I work to visually comprehend? ● How do I use contrastive structures in ASL?
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Learning Activities:

- Replying to basic questions
- Situational activities - What to say when?
- Role playing conversations
- Using other modes of communication instead of voicing to get clarification



Third Topic: Life Events & Other Milestones	Estimated # of Classes: 8
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<p>Learning Targets: I can...</p> <ul style="list-style-type: none"> ● Understand people signing about life events and family relationships ● Talk about what members of my family do and major milestones ● Ask and tell family relationships and major life events ● Sign dates of major life events ● Identify dates of major life events in short stories/videos 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Is what I’m signing understood? ● What is this person trying to communicate? How do I work to visually comprehend? ● How do I use contrastive structures in ASL?
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Learning Activities:

- Replying to basic questions
- Situational activities - What to say when?
- Role playing conversations
- Using other modes of communication instead of voicing to get clarification

Unit Overview: Students will move from inquiring and thinking critically about their family and friends to the spaces that those people inhabit and beyond. This unit is designed to reflect the diverse places where people live and work in local neighborhoods as well as specific Deaf communities throughout the country. These Deaf hubs exemplify EYEth - a planet for "people of the eye".

STAGE 1: DESIRED RESULTS

Established Goals (from ACTFL)	Transfer Goals
<p>Intercultural Communication:</p> <ul style="list-style-type: none"> I can communicate in spontaneous signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. <p>Interpretive Communication:</p> <ul style="list-style-type: none"> I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. 	<p>Communication; Self-Direction</p> <ul style="list-style-type: none"> Initiate and respond effectively on a given topic based on exchanges and actions Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) <p>Responsible Citizenship; Critical Thinking</p> <ul style="list-style-type: none"> Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world
Understandings	Essential Questions
<ul style="list-style-type: none"> Languages contain structures for interpreting and analyzing human experiences. The etymology of signs reflects the values and history of Deaf culture. Deaf communities (hubs) influence and reflect language and culture. 	<ul style="list-style-type: none"> What am I trying to communicate and how do I sign it? Is what I'm signing understood? What is this person trying to communicate? How do I work to visually comprehend? What impact does culture and community have on communication?
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> Signer's Perspective (related to locations and directions) Role of Name Signs in Deaf Communities Deaf Technology 	<p><i>Receptive: I can...</i></p> <ul style="list-style-type: none"> Understand when someone describes where they live and where they are learning ASL. Understand someone talking about their phone number, email address, social media

<ul style="list-style-type: none"> ● Handshapes/Classifiers for transportation signs ● ADA Law 	<p>usernames etc...</p> <ul style="list-style-type: none"> ● Understand someone describing their vacation travel plans ● Follow simple directions to a nearby location <p><i>Interactive: I can...</i></p> <ul style="list-style-type: none"> ● Answer questions about where I live and where I am learning ASL. ● Ask and answer questions about a city. ● Ask about and give directions to a site within a town or city. ● Ask and answer questions regarding modes of transportation in a city. ● Answer questions about where I'm going or where I went <p><i>Expressive: I can...</i></p> <ul style="list-style-type: none"> ● Describe my house and where I live ● Describe a landmark, vacation locations, or a place I visit. ● Tell someone how to get from one place to another such as go straight, across from, in the middle of, near
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

<p>Summative Assessment <i>Connects to specific ACTFL modes of communication</i></p>	<p>Formative Assessment</p>
<ul style="list-style-type: none"> ● INTERPRETIVE (to measure receptive learning targets): Watch a story of where someone lives now and previously. ● INTERPERSONAL (to measure interactive learning targets): Interview someone in order to find out information about their living arrangements. ● PRESENTATIONAL (to measure expressive learning targets): Describe where you live and your living situation. 	<ul style="list-style-type: none"> ● Script and practice conversations ● Replying to basic questions ● Situational activities - What to say when? ● Identify numbers in different contexts (address/phone, etc...)

STAGE 3: LEARNING PLAN

<p>First Topic: Where You Live / Home Life</p>	<p>Estimated # of Classes: 8</p>
<p>Relevant Learning Targets (from Stage 1): <i>I can...</i></p> <ul style="list-style-type: none"> ● Describe my house and where I live ● Answer questions about where I live and where I am learning ASL ● Understand when someone describes where they live and where they are learning 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> ● What am I trying to communicate and how do I sign it? ● Is what I'm signing understood? ● What is this person trying to communicate? How do I work to visually comprehend?

<ul style="list-style-type: none"> ASL Understand someone talking about their phone number, email address, social media usernames etc... 	
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Learning Activities:

- Role playing conversations
- Name that celebrity (social media handles)
- Replying to basic questions
- Realtor “gallery walk” - basic housing descriptions

Second Topic: Transportation & Travel

Estimated # of Classes: 9

Learning Targets:

I can...

- Ask about and give directions to a site within a town or city.
- Ask and answer questions regarding modes of transportation in a city.
- Answer questions about where I’m going or where I went
- Describe a landmark, vacation locations, or a place I visit
- Understand someone describing their vacation travel plans
- Tell someone how to get from one place to another such as go straight, across from, in the middle of, near

Essential Questions:

- What am I trying to communicate and how do I sign it?
- Is what I’m signing understood?
- What is this person trying to communicate? How do I work to visually comprehend?

Learning Activities:

- Replying to basic questions
- Situational activities - What to say when?
- Role playing conversations
- Using other modes of communication instead of voicing to get clarification
- AAA Tour Guide scenario

Third Topic: Places Around Town

Estimated # of Classes: 8

Learning Targets:

I can...

- Tell someone how to get from one place to another such as go straight, across from, in the middle of, near
- Follow simple directions to a nearby location
- Ask and answer questions regarding modes

Essential Questions:

- What am I trying to communicate and how do I sign it?
- Is what I’m signing understood?
- What is this person trying to communicate? How do I work to visually comprehend?
- What impact does culture and community have on communication?

of transportation in a city.

- Ask and answer questions about a city.
- Ask about and give directions to a site within a town or city.

Learning Activities:

- Replying to basic questions
- Situational activities - What to say when?
- Role playing conversations
- New townie “speed dating” activity to learn about what your town has to offer