

Language: American Sign Language (ASL)

Unit 1: Introducing Oneself

STAGE 1 - DESIRED RESULTS

Unit Goals	
<p>Unit 1: Introduction to American Sign Language</p> <p>The purpose of this course is to enable students to begin to acquire proficiency in American Sign Language through a linguistic, communicative, and cultural approach. Emphasis is placed on the development of receptive and expressive signing skills and on the acquisition of the fundamentals of applied grammar. Exposure to Deaf culture will be presented.</p>	
Unit - Summative Performance Tasks	
Interpretive	
<p>In this unit, students will have the opportunity to interact with their peers by greeting and spelling out their name to each other. Students will need to recognize that their teacher is culturally Deaf by showing their respect not to use their voice in the ASL classroom.</p>	
Presentational	Interpersonal
<input type="checkbox"/> Student will learn and recite manual alphabet	<input type="checkbox"/> fingerspell their name <input type="checkbox"/> respond to common greetings and farewells
Unit - Can Do Statements	
Interpretive	<input type="checkbox"/> I can understand a few familiar words. <input type="checkbox"/> I can understand some words that are similar to those in my own language <input type="checkbox"/> I can understand letters of the alphabet
Presentational	<input type="checkbox"/> I can recite words and phrases that I have learned. <input type="checkbox"/> I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases. <input type="checkbox"/> I can introduce myself to a group.
Interpersonal	<input type="checkbox"/> I can greet my peers. <input type="checkbox"/> I can introduce myself to someone. <input type="checkbox"/> I can ask and answer a few simple questions.

Summary	Massachusetts World Language Standard
	PreK-12 Standard 1: Interpersonal Communication
	1:1 Greet and respond to greetings 1:2 Introduce and respond to introductions
	PreK-12 Standard 4: Cultures
	4.1 Use appropriate words, phrases, expressions and gestures in interactions such as greetings, farewells, school routines, and other daily activities,

UNIT OVERVIEW

Unit Vocabulary

<ol style="list-style-type: none"> 1. AGAIN 2. ALPHABET A-Z 3. BEARD 4. BLACK 5. BLUE 6. BOOK 7. BOOK-CLOSE 8. BOOK-OPEN 9. BOY 10. BROWN 11. CATEGORY, GROUP 12. CHAIR 13. CLOTHING 14. CLOSE, CLOSED 15. COAT, JACKET 16. COLOR 17. COPY, IMITATE 18. CORRECT, RIGHT 19. DANCE 20. DIFFERENT 21. DOOR 22. DOOR-CLOSE 23. DOOR-OPEN 24. DRAW, ART 25. DRESS 26. EYEGLASSES 27. FINGERSPELL, SPELL 28. FOLD (paper) 29. FORGET, FORGOT 30. GIRL 31. GRAY 32. GREEN 33. GAIR 34. HAT 35. HELLO 36. HEY, (hand-wave) 37. HI 38. HOME+WORK 39. JOT-DOWN, PUT-DOWN 40. JUMP 41. LETTER, LETTERS 42. LIGHTS 43. LIGHT-OFF 44. LIGHT-ON 45. LOOK-AT 46. MAN 47. MANUAL, HANDS 	<ol style="list-style-type: none"> 48. ME 49. MEET-YOU 50. MUSTACHE 51. NAME 52. NICE-TO-MEET 53. NUMBER, NUMBERS 54. NUMBER+COUNT (cardinal) 55. OPEN 56. ORANGE 57. PANTS 58. PAPER 59. PAPER + "crumple" 60. PERSON 61. PINK 62. PURPLE 63. READ 64. RED 65. REMEMBER 66. SAME, ALSO 67. SAME-AS 68. SEE 69. SHAPE 70. SHIRT 71. SHOES 72. SIT 73. SKIRT 74. STAND 75. TAPE-SHOULDER 76. THROW-AWAY 77. TWIRL, TURN 78. WHAT 79. WHERE 80. WHITE 81. WHO 82. WINDOW 83. WINDOW-CLOSE 84. WINDOW-OPEN 85. WOMAN 86. WRITE 87. WRONG, MISTAKE 88. YELLOW 89. YOU <p style="text-align: center;">NUMBERS #1- 15</p>
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STAGE 2 - EVIDENCE

CLASS PARTICIPATION RUBRIC Guide for ASL Class Participation (Grade)

The reflection journal is a means for you to provide evidence that you understand the readings/watching DVDs and have engaged in a sincere reflection upon the course readings, events, lectures, and other course materials.

Criterion	Superior A	Above Average B	Average C	Below Average D/F
Attendance/ Class Participation	Always respectful, tactful, civil. Student has no absences or tardies. Participates with enthusiasm and is deeply engaged.	Always respectful, tactful, civil with rare lapses. Student has 1 absence or tardy. Participates most of the time with enthusiasm and is usually engaged.	Usually respectful, tactful, civil with occasional lapses. Student has 2 or more absences or tardies. Has to be encouraged to participate and does not always appear engaged (e.g. tired, distracted).	Often lapses into disrespectful discourse or often lacks tact and civility. Student has many absences or is often tardy. Requires encouragement to participate and is often disengaged (e.g. tired, distracted).
Language Use	Always uses appropriate language. Demonstrates mastery of material.	Often uses appropriate language- occasionally uses English word order or spoken language. Demonstrates good understanding of the material and occasionally shows mastery.	Uses a mix of ASL and English. Demonstrates a good understanding of the material but does not show mastery.	Rarely uses ASL - often uses English or often speaks instead of signing. Demonstrates poor understanding of the material or does not demonstrate use of material at all.
Preparation	Student comes to practicum prepared to learn: has book, has notes, has materials for study and notetaking, has reviewed concepts accordingly.	Most of the time, student comes to practicum prepared to learn: has book, has notes, has materials for study and notetaking, has reviewed concepts accordingly.	Student sometimes comes prepared to learn and sometimes comes unprepared.	Student does not come prepared most of the time- does not have book, notes, learning materials, and so on.

ASL VIDEO DIALOGUE/HOMEWORK RUBRIC

Guide for ASL Video Dialogue/Homework (*give points, not grade*)

AMERICAN SIGN LANGUAGE	POOR: 1-10 PTS	FAIR: 11-20 PTS	GOOD: 21-30 PTS	EXCELLENT: 31-40 PTS
Knowledge	<p style="text-align: center;">POOR</p> <p>Acknowledging information is unclear, lacking focus. Weak connection between topic and information.</p>	<p style="text-align: center;">FAIR</p> <p>Information about the subject is partially related to the topic. Has some understanding about deaf culture and has begun to understand how to use sign language.</p>	<p style="text-align: center;">GOOD</p> <p>Information is relatively related to the topic; requires moderately high level of cognitive skills and has proper use of sign language and has understanding about deaf culture.</p>	<p style="text-align: center;">EXCELLENT</p> <p>Information is clear, well-focused, and completely related to the topic: has high critical thinking skills, understands how to use sign language and have understanding of deaf culture.</p>
Information (content)	<p style="text-align: center;">POOR</p> <p>Coverage of topic is incomplete, and is not totally accurate with weak organization of materials.</p>	<p style="text-align: center;">FAIR</p> <p>Information only covers part of the topic with basic organization materials.</p>	<p style="text-align: center;">GOOD</p> <p>Information covers topic in a way that reflects learning using good detail and accuracy with good organization of materials.</p>	<p style="text-align: center;">EXCELLENT</p> <p>Information organized in a meaningful way that clearly covers topic with accuracy, detail, and understanding.</p>
Communication on Validity	<p style="text-align: center;">POOR</p> <p>Communicates with limited clarity, including very few/or no visual aids, and with many errors.</p>	<p style="text-align: center;">FAIR</p> <p>Communicates with some clarity, including only few visual presentation skills with some errors.</p>	<p style="text-align: center;">GOOD</p> <p>Communicates with considerable clarity, including some visual aids with few errors.</p>	<p style="text-align: center;">EXCELLENT</p> <p>Communicates with high degree of clarity with very minor errors using visual presentation skills.</p>
Required Elements	<p style="text-align: center;">POOR</p> <p>Poor detailed description about the storybook and does not follow all of the required elements on the story itself.</p>	<p style="text-align: center;">FAIR</p> <p>Very few detailed descriptions of the story are included.</p>	<p style="text-align: center;">GOOD</p> <p>Most of the required elements are included in the story.</p>	<p style="text-align: center;">EXCELLENT</p> <p>The story is include all required elements as well as additional information</p>
ASL Grammar Structure	<p style="text-align: center;">POOR</p> <p>There are too many grammatical/mechanical mistakes on the story itself.</p>	<p style="text-align: center;">FAIR</p> <p>There are some grammatical/mechanical mistakes on the story itself.</p>	<p style="text-align: center;">GOOD</p> <p>There are few grammatical/mechanical mistakes on the story itself.</p>	<p style="text-align: center;">EXCELLENT</p> <p>There are no grammatical/mechanical mistakes on the story itself.</p>

STAGE 3 - LEARNING PLAN

Day	Lesson Title	Topics	Activities	Homework
1	Greetings; Names	- Basic Introductions	Group Activity - Practicing Introductions	Prepare for Wed. assignment
2	Introduction to Deaf Culture	- Getting Deaf people's attention - Colors/Items	Discussion; Group Activity - Telephone	
3	Numbers (#); Shapes; Same/Different	- Numbers 0 - 10 - Shapes - Clothing	Class Activity; Student Pairs; Group activity	ASL Video Assignment due
4	Vocabulary Review; Practicing Facial Expressions	-Numbers 11 - 15 -Facial expressions	Quick Review; Group Activity - Emotions	
5	Unit Review; Language Lab	-Use technology -Smartphone -Laptop w/ webcam	Lab activity; Individual or Pairs	
6	Handshape #1; Describing a person	-Gender/Person -Color/Items	-Copy new signs -Signs in discourse	Prepare for Wed. assignment
7	Introduction to Deaf History	-History from 17th century	-Watch DVD	
8	Describe a person	What signs have you learned so far?	-Describe your classmate and their name	ASL Video Homework due
9	Vocabulary Review; Practicing Body Language	-Numbers 16 - 19 -Body Movement	Body position, Action	
10	Unit Review; Language Lab	-Use technology -Smartphone -Laptop w/ webcam	Lab activity; Individual or Pairs	Practice/Review for Unit Quiz

FROM TEXTBOOK

Unit 1 Lessons:

- 1.1 - Getting to Know You
- 1.2 - Cardinal Numbers 1 - 10
- 1.3 - Fingerspelling Fist Letters
- 1.4 - Same or Different 1
- 1.5 - Introducing Oneself
- 1.6 - Cardinal Numbers 11- 15
- 1.7 - Same or Different 2
- 1.8 - Asking Who
- 1.9 - Specifying Where
- 1.10 - Giving commands: Objects
- 1.11 - Following Instructions
- 1.12 - Culture; Getting Attention

GOALS: 5 Cs for American Sign Language I

Communication – the ability to functionally communicate on naturally occurring topics in conversation with native ASL signers.

Cultures – understand Deaf culture and the worldview of Deaf people through examining one’s own culture and worldview in relation to the Deaf community.

Connections – apply what is learned to real-life situations by examining how one communicates and reacts to various situations from the perspective of a hearing person and making connections with native Deaf/ASL signers and their approaches to communication.

Comparisons – identify and understand Deaf social norms as compared to hearing social norms, the linguistics of ASL as compared to English, including grammatical rules and non-manual signals. Students will have a better understanding of how ASL differs from English.

Community – interact with members of the Deaf/ASL community through attending Deaf/ASL-based events, immersion in an ASL classroom, interacting with the instructors and ASL students, and viewing media produced by the Deaf/ASL community.