



Greenwich Public Schools Curriculum Overview

Course Name: ASL 1

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description:

This is a beginning course with a curriculum focused on the development of proficiency with receptive and expressive language. Formal language study includes the acquisition of vocabulary and control of basic grammatical forms and cultural considerations. ASL's unique use of facial and body expression is stressed throughout the course. In addition, students will develop an understanding and appreciation of Deaf culture and the successes and struggles of deaf/Deaf people both historically and present day.

Unit Guide: (List of Major Units)

Unit 1: Introducing Oneself

Unit 2: Exchanging Personal Information

Unit 3: Discussing Living Situations

Unit 4: Audiology

Unit 5: Talking about Family

Enduring Understandings

- American Sign Language (ASL) is a visual language and as such, uses signs, non-manual markers, space, direction and iconicity to convey meaning.
- The Deaf consider themselves a unique cultural group with their own customs, norms and history.
- The culture of the Deaf is one which is not often recognized by hearing people.
- Deixis, or pointing, is a logical feature of a signed, non-verbal language. It is not considered rude or impolite.
- ASL is not universal.
- There are different sign systems commonly used in the United States, including Rochester Method, Signing Exact English, and Pidgen Signed English. It is important to note that these are systems of and not unique, languages.

Performance Tasks: (Including Capstone Assured Experiences)

Teacher-generated quizzes and assessments and well as student projects are evaluated to show mastery.

Receptive:

- Answer when asked their name.
- Identify numbers 1-10.
- Read fingerspelled single words produced at slow pace.
- Answer simple yes/no questions on limited topics.
- Answer “who” questions.
- Draw shape based on description.
- Interpret peers use of non manual markers and space to indicate where things are.
- Follow commands involving objects and body position.
- Draw shapes as seen explained by peer.
- Respect culturally appropriate ways of getting attention.
- Recognize and respond to deixis for identifying people and as a closing signal.

Expressive:

- Ask and give their first and last name.
- Produce correct number forms 1-10.
- Introduce self and peers.
- Fingerspell single words.
- Ask simple yes/no questions on limited topics.
- Ask “who” questions.
- Describe shapes.
- Use non manual markers and space to indicate where things are.
- Give commands involving objects and body position.
- Draw shapes as seen explained by peer.
- Use culturally appropriate ways of getting attention.
- Use correct facial expressions/question markers.

Culture:

- Describe the differences between a deaf person and a Deaf person.
- Describe culturally appropriate ways of getting attention.
- Identify and correct common misconceptions of the Deaf and Deaf culture.

Standards

[World Readiness Standards for Learning Languages](#)

[WL Readiness Standards Alignment with Common Core Standards](#)

Resources

1. [Signing Naturally Level I](#)-pre-unit and unit 1, teacher edition, student workbook, videos
2. [Bravo ASL!-Level I](#)-teacher edition, student edition, videos
3. Online dictionaries and curriculum including aslpro.com; signing savvy.com; startasl.com; lifeprint.com

4. YouTube videos (teacher, community and student created)
5. For Hearing People Only. Moore, Levitan and Lane.
6. Deaf in America. - Padden and Humphires.
7. Authentic news articles and Internet resources; teacher-made materials pertaining to the unit's essential concepts.
8. Movie: DCM: Laurent Clerc (biography-founder of Deaf education)
9. Through Deaf Eyes video (sections as related) with discussion guide:
10. <http://www.pbs.org/weta/throughdeafeyes/>