



ASL 1 - Unit 1 - Getting to Know You, Getting to Know Deaf Culture

Unit Focus

In the first unit of American Sign Language (ASL) I, students will be introduced to the history of Deaf culture in America, including an overview of how ASL was created, the American School for the Deaf, and who uses ASL. Students will learn how to do basic fingerspelling in order to spell words and their names. Students will be able to give basic descriptions of themselves and others.

The unit will function as an introduction to the routines and procedures of the classroom. Assignments will utilize online receptive assessments provided by the teacher and ASL Deafined, an online ASL resource for students.

The unit will culminate in a simulated conversation where students will act out meeting a roommate for the first time while at the American School for the Deaf.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1) • Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C. 1.2) • Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3) • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1) • Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2) • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)	<i>Students will be able to independently use their learning to...</i> T1 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U3 Words and gestures have specific meanings in a given culture that may impact your connections to people (e.g., demonstration of respect/disrespect).	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 Is what I'm saying and doing culturally appropriate? Q3 How do I use my target language to work with others to achieve a common goal?

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 ASL Alphabet

K2 History of Deaf Culture in America,
American School for the Deaf

K3 Numbers (1-20)

K4 Classroom Routine and Instruction Words

K5 Vocab List: Question Words/Greetings
(e.g., Where? How are you?)

K6 Vocab List: Classroom Vocabulary

K7 Vocab List: Basic colors (Blue, red,
yellow, purple, green, orange, black, white,
brown, black, gold, gray)

K8 Vocab List: Deaf Identification words
(Deaf, hard of hearing, ASL, Can you write?,
Can't hear... etc.)

K9 Signing Box (Where hand-signs are
demonstrated for the audience to see)

Skill(s)

Students will be skilled at...

S1 Fingerspelling names and basic words

S2 Exchanging Pleasantries

S3 Expressing when things are the same and
different

S4 Describing themselves and others

S5 Using appropriate gestures, facial
expressions, and positioning (signing box)
of hand-signs