
Coal City Unit District #1
American Sign Language 1
World Languages Curriculum

WL.ASL1:1 Students will communicate in an interpersonal context using American Sign Language (expressive skills).

- WL.ASL1:1-1 Sign basic greetings, introductions, farewells, and expressions of courtesy.
- WL.ASL1:1-2 Express daily feelings, needs, wants and preferences.
- WL.ASL1:1-3 Tell a peer about family, school, and recreation.
- WL.ASL1:1-4 Ask questions and provide responses based on suggested topics (e.g. yes/no and wh-questions).
- WL.ASL1:1-5 Ask for clarifications and meanings of signs.
- WL.ASL1:1-6 Use non-manual markers appropriately (facial expressions, contrastive structure, etc).
- WL.ASL1:1-7 Sign with fluency and pacing appropriate for ASL 1.

WL.ASL1:2 Students will demonstrate understanding of American Sign Language through a variety of media (receptive skills).

- WL.ASL1:2-1 Identify main ideas and some supporting details in ASL narratives (e.g. Timber, The Gum Story, The Elevator Incident).
- WL.ASL1:2-2 Respond to simple prompts, such as classroom procedures, commands, and questions.
- WL.ASL1:2-3 Comprehend brief signing passages on familiar topics, such as family, school, and holiday celebrations.
- WL.ASL1:2-4 Identify fingerspelled letters, commonly spelled words, and names.
- WL.ASL1:2-5 Recognize basic non-manual markers (e.g. facial grammar, mouth morphemes).
- WL.ASL1:2-6 Identify corresponding pictures or illustrations while viewing descriptions of people, animals, objects, places, and common activities.
- WL.ASL1:2-7 Recognize numbers 1-100.

WL.ASL1:3 Students will present information that contains a variety of vocabulary, phrases, and patterns appropriate for ASL 1.

- WL.ASL1:3-1 Present informational narratives (e.g. calendar, leisure activities, school).
- WL.ASL1:3-2 Present personal narratives (e.g. family tree, house description, language background).
- WL.ASL1:3-3 Express preferences and feelings about information they have gathered about events, experiences, everyday activities and other school subjects.
- WL.ASL1:3-4 Retell TIMBER! Story using ASL storytelling techniques.
- WL.ASL1:3-5 Use varied vocabulary learned in ASL 1.

WL.ASL1:4 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.

WL.ASL1:4-1 Use appropriate attention-getting strategies.

WL.ASL1:4-2 Describe simple culturally based behavior patterns of Deaf people. (e.g. explaining the importance of eye contact; discussing the value of sharing information).

WL.ASL1:4-3 Demonstrate knowledge of the evolution, spread, and regional variations of Sign Language (e.g. Martha's Vineyard, location of Schools for the Deaf, travels of T.H. Gallaudet).

WL.ASL1:4-4 Identify commonly held viewpoints of the culture

WL.ASL1:4-5 Recognize the achievements and contributions of Deaf Americans - Andrew Foster, Marie Jean Philips, Clayton Valli, Regina Olson Hughes, Douglas Tilden and Gallaudet.