



Mount Pleasant Central School District

American Sign Language I, World Languages

We believe in fostering lifelong language learning through engagement, cultural understanding and open mindedness; in cultivating and nurturing world citizens to move forward in a diversified, global society; in promoting language production in order to encourage world readiness; and in the importance of acquiring functional proficiency at each level in the target languages.

This course introduces students to the fundamentals of American Sign Language (ASL) and the rich cultural heritage of the Deaf community. Through learning basic signing, fingerspelling, and visual communication skills, students will begin to develop confidence in expressive and receptive signing. The course also emphasizes Deaf Culture, identity, and appropriate etiquette when communicating with Deaf individuals. Students will gain a deeper appreciation for diversity, inclusion, and the power of language as a bridge between communities.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Introduction to American Sign Language, Deaf Culture, and Identity	September /October	-Identity & Self: -Family & Community: -Physical Environment: classifiers and spatial grammar. -Culture: Understanding -Deaf Culture, values, and social norms (eye contact, attention-getting, visual communication).	-Greeting -Alphabet -Personality/Physical -Description/Gender -Clothing/Color -Numbers 1-31 -Feelings/Emotions	Communication: Interpersonal, Interpretive, Presentational Culture	Define the term ASL Know the common handshapes used in ASL. Able to fingerspell name in ASL) Able to briefly describe the history of ASL Able to briefly state the gist of Deaf Culture Have a <i>basic</i> idea of the meaning and the <i>difference</i> between ASL and Signed English	Greetings and cultural norms contribute to personal identity and social connection Yes/no question facial expression The wh question facial expression	Presentational: Sign a narrative identifying themselves. Receptive: Students will watch several short videos of different people introducing themselves Interpersonal: Students will partner and have a dialogue discussing about themselves using questions and answers
We Are Family	November /December	Family, Daily Life, Family Life	"Personality Traits Family/Relationships	Communication: Interpersonal,	Demonstrate a few iconic signs. (Iconicity)	Students will understand	Presentational: Using learned signs

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		-Discussing family, their personality and comparing different people is important to them. -Places -Feelings/emotions	-Numbers 31-100 -Excuse-[forgive / variation: lay-off / pardon]	Interpretive, Presentational Culture	of Signs) Change the meaning of signs by modifying - (Inflection) "Reversal of orientation for negation" Define the term "classifier." Give at least one example of a "Classifier: V"	interconnected relationships shape wellbeing	Students create and present a story about their family Receptive: Students will watch and interpret videos about family. Interpersonal: Students will partner and have a dialogue discussing family using questions and answers.
There's No Place Like Home	January/ February	Physical environment, House and Home -Actions -Colors	-House: Outside -House: Inside -House: Yard -Thing to do around the	Communication: Interpersonal, Interpretive, Presentational	Describe homes based on outside, inside, and the yard. Compare different	Students will understand the essence of home and accessibility including	Presentational: provide a house tour at their own home or present a house of their

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		-Time	house -Furniture -Where? (location)	Culture	homes based on appearance, why they like/don't like, etc. Discuss what they do (activities) in/outside of their home.	those of Deaf community by embracing inclusive design and communication accessibility	dream and how to make the space accessible in a home Interpersonal: Students will partner and have a dialogue discussing house using questions and answers
My Life As A Wildcat	March/April	School Life and Education, Leisure, Food and Meal, -Food/Cloths	-Calendar/Time -School Days (classes, personnel) -Around the Classroom -Sports/Activities	Communication: Interpersonal, Interpretive, Presentational Culture	Know how to get attention and take turns during a conversation Understand the concept of "Dominant Hand" Recognize and sign numbers 1,000-999,999 Understand the	Concept of repeating the pronoun. <i>See Pronoun Copy</i> I am familiar with the use of "body shift" to create the concept of "or."	Presentational: Imagine you are a school counselor and have a parent who wants to enroll their student to your school. Discuss about the school, classes they offer, activities/etc. and

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					significance of "ABCOS15" (Base-hand handshapes)	I understand that the order of signs in ASL is more varied than just OSV.98	opinions. Receptive: Students will watch two videos of two different students explaining their school life.
Let's Eat	May/June	-Let's Eat! -Culture -Technology -Video	-Breakfast -Lunch/Dinner -Desserts -Other food Vocab -Types of Restaurants -Ordering/How to order -Opinions	Communication: Interpersonal, Interpretive, Presentational Culture	Students will continue to improve their Interpersonal, Presentational and interpretive skills. They will be able to hold a basic conversation with the Deaf.	Students will explore the importance of accessibility and inclusivity in food-related settings. Explore proper etiquette, beliefs, attitudes, and history that strengthen social	Presentational: Create a healthier menu for a person who's an athlete vs. person or entertainment industry (theater, ballet) and compare based on what they should eat.

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						connections.	
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