

American Sign Language I (Beginning Level)

Instructional Focus: <ul style="list-style-type: none"> ASL I is an introductory course designed for students to communicate in ASL in everyday life. Using basic ASL grammar, engage in conversations on a variety of topics. Work on comprehension skills. Compare and contrast the differences and similarities between hearing and deaf culture. Receptive skills enhancement 	Topics: <ol style="list-style-type: none"> Alphabet Classroom Objects Clothing Colors Daily Activities Days, Months, Dates and Time Family Foods and Beverages Greetings, Farewells and Personal Information Numbers Places and Location Seasons and Weather
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World Language Standards: <ol style="list-style-type: none"> Communication—Communication in American Sign Language Culture—Gain knowledge and understanding of Deaf Culture Connections—Connect with other disciplines and acquire information in ASL Comparisons—Develop insight into the nature of language and culture Communities—Participate in multilingual communities, at home and globally

Key Concepts to ASL

Standards	Objective	Examples
WL.1 The student communicates in ASL using expressive and receptive communication skills. WL.1 The student gains knowledge and understanding of other cultures.	Students will: <ul style="list-style-type: none"> Learn ASL alphabet and numbers Be able to know same and/or difference Understand ‘wh’ and Yes/No questions Know various classifiers Identify negation concepts Develop proper use of grammar with personal/possessive pronouns, directional verbs and noun/verb pairs Gain knowledge of spatial and non-manual markers Acquire the following Deaf Culture concepts: Name signs, attention getting strategies Learn four key elements of a sign (four parameters of a sign) Identify colors to describe objects Practice appropriate non-manual behaviors Practice directional verbs Learn noun-verb pairs (noun-verb change rule) Know iconic signs Express ASL through topic/comment sentences Use possessives and pronouns 	<ul style="list-style-type: none"> Non-manual behaviors include: facial expression, body posture and spatial organization. Classifiers (CL): 1, 2, 3, 5 Simple hand shapes: B, C, O, A, S Hand shape, location, movement, palm orientation, non-manual markers. Help me/help you, tell me/ask me/you, give you/me. Chair–sit, Food–eat, Book–read Animals: cow, cat, horse, tree, lights. My house–blue, Pepsi–I like, School–I love. Yours, mine, they, theirs, the two of us, the three of them.

Personal Information		
Standard	Objective	Examples
<p>WL.1 The student communicates in ASL using expressive and receptive communication skills.</p> <p>WL.2 The student gains knowledge and understanding of other cultures. WL.4 The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Acquire signs related to age • Identify personal work experiences • Understand personal experiences with language background • Communicate with the use of personal preferences (leisure activities) • Describe where they live • Learn descriptive signs • Identify family members • Interpret and engage in a variety of greetings • Describe Sign Language Continuum (SLC) • Know the difference between Sign and sign 	<ul style="list-style-type: none"> • Number incorporation, palm orientation. • Non-manuals related to hard work, continuous work and easy work. • I grew up using English, Spanish Me like Biking, exercising, watching tv Live where City, State, Country People Fat, short, Tan Objects Big, round, little Family Children (listing), ranking, age
Connecting topics with days, weeks, months, dates and time		
Standard	Objective	Examples
<p>WL.1 The student communicates in ASL using expressive and receptive communication skills.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Learn holiday signs • Develop the knowledge of days, weeks and months in sign language • Gain knowledge of specific events from the present, past and future • Understand signs for time 	<ul style="list-style-type: none"> • Every week, every Monday. • Body timeline • Incorporating numbers for up to 9, morning, noon, night as well as all day.
Places and Locations		
Standard	Objective	Examples
<p>WL.1 The student communicates in ASL using expressive and receptive communication skills.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Express school locations • Know community locations • Explain directions • Understand spatial relationships 	<ul style="list-style-type: none"> • Set up points in space to establish location for people and objects not present in the environment.
Family		
Standard	Objective	Examples
<p>WL.1 The student communicates in ASL using expressive and receptive communication skills.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain family relationships, physical and personality descriptions. • Identify who is deaf and who is hearing. • Describe family roles and ways of communicating. 	<ul style="list-style-type: none"> • Married, divorced, step family, siblings, in-laws. Do you have household pets? • Attention getting strategies • Floor stomping, light flashes, shoulder taps (only 2) • CODA–Children of Deaf Adults • KODA–Kids under 18 of Deaf Adults • SODA–Siblings of Deaf Adults

Daily Activities and Routines

Standard	Objective	Examples
WL.1 The student communicates in ASL using expressive and receptive communication skills.	Students will: <ul style="list-style-type: none"> • Determine weather and seasons • Express likes and dislikes • Describe daily activities, sports, routine practices • Describe objects by shape and function 	<ul style="list-style-type: none"> • Errands and chores. • Name different activities and hobbies that relate to the different seasons. • Use of classifiers for shapes and functions and movement.

Identification of Numbers

Standard	Objective	Examples
WL.1 The student communicates in ASL using expressive and receptive communication skills.	Students will: <ul style="list-style-type: none"> • Interpret and uses numbers 0-100 in the context of age, date, time and counting 	<ul style="list-style-type: none"> • Rule of 9: Number incorporation, palm orientation for counting and rocking numbers

Storytelling

Standard	Objective	Examples
<p>WL.1 The student communicates in ASL using expressive and receptive communication skills.</p> <p>WL.2 The student gains knowledge and understanding of other cultures.</p> <p>WL.3 The student connects with other disciplines and acquires information in ASL.</p> <p>WL.4 The student develops insight into the nature of language and culture by comparing the student’s own language and culture to another.</p> <p>WL.5 Participate in multilingual communities, at home and globally.</p>	Students will: <ul style="list-style-type: none"> • Demonstrate role shifting, eye gaze • Incorporate facial expressions and use of non-manual markers • Use key vocabulary • Use objects in role playing • Demonstrate descriptors • Use classifiers to show objects and movement • Follow a narrative structure (background, body, conclusion) 	<ul style="list-style-type: none"> • He said/she said with body shifts. • Incorporate all elements from above examples into storytelling.

Explore Careers utilizing ASL acquisition

Standard	Objective	Examples
<p>WL.3 The student connects with other disciplines and acquires information in ASL.</p> <p>WL.4 The student develops insight into the nature of language and culture by comparing the student’s own language and culture to another.</p> <p>WL.5 Participate in multilingual communities, at home and globally.</p>	Students will: <ul style="list-style-type: none"> • Complete a research project that explores the many types of careers that utilize the usage of ASL 	<ul style="list-style-type: none"> • Research paper, Power point, Prezi, formal or informal speech, digital presentation in class