

American Sign Language I Overview 2023-2024

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

Grading Period 1

Unit 1: Getting to Know You

Estimated Date Range: 8/9/23-10/6/23

Unit Overview:

In this unit, students will begin by exploring who they are, and how they can successfully communicate in the Deaf community. They will consider the advantages of knowing more than one language and identify where their new language is used. They will learn to introduce themselves and will meet others using their new language, and will be able to exchange personal information. They will be able to talk about their age and give the date of their birthday to new acquaintances. They will be able to talk with others about likes and dislikes commenting on things they like and don't like to do. In addition to the unit goals, students will be able to verbalize reasons for learning a language and one or two strategies that might make language learning easier for them. They will become familiar with the vocabulary that is needed to conduct class in the target language. In relation to Deaf culture, they will learn about hearing loss and how it is viewed in the Deaf community. It is important for the students to learn how to communicate with the Deaf and Hard of Hearing community. They may come across a Deaf person at their jobs, their school, or just out and about in the area. This is first step to being able to start a conversation. It is important to understand Deaf culture in order to identify why Deaf people have the views that they do.

At home connections:

- Encourage students to practice greeting and introducing themselves with anyone they know who uses ASL.
- If they do not know anyone who uses ASL, let them teach you how to introduce yourself to others appropriately.

Concepts within Unit #1

[Link to TEKS](#)

Success Criteria for this concept

Concept #1: Greetings
TEKS: 1.1a, 1.1d, 1.2a

- List the five parameters of ASL.
 - Define the five parameters of ASL.
 - Explain the importance of each of the five parameters of ASL.
- When signed using correct ASL structure & NMS, the student will be able to :

	<ul style="list-style-type: none"> Identify the parameters of a variety of signs. Identify which parameters are different in a variety of signs.
<p>Concept #2: Basic Expressions TEKS: 1.1b, 1.1c, 1.1d, 1.2a, 1.4a</p>	<p>Using correct ASL structure & NMS, the student will be able to:</p> <ul style="list-style-type: none"> Sign their hearing status. Sign their age. Sign a variety of ways to end a conversation. <p>When signed using correct ASL structure & NMS, the student will be able to demonstrate understanding of:</p> <ul style="list-style-type: none"> Someone's hearing status. Someone's age. A variety of signs used to end a conversation. <p>Using correct ASL structure & NMS, the student will be able to:</p> <ul style="list-style-type: none"> Sign a variety of sports. Sign a variety of classes. Ask others how they feel about specific sports. Sign how they feel about specific sports when asked. Ask others how they feel about specific classes. Sign how they feel about specific classes when asked. Sign a variety of simple reasons for likes & dislikes. <p>When signed using correct ASL structure & NMS, the student will be able to demonstrate understanding of:</p> <ul style="list-style-type: none"> A variety of sports. A variety of classes. How others feel about specific sports. How others feel about specific classes. A variety of simple reasons for likes & dislikes.
<p>Concept #3: Hearing Loss TEKS: 1.2a, 1.3a, 1.3b</p>	<ul style="list-style-type: none"> Identify the parts of the ear. Define the functions of each part of the ear. Identify the different types of hearing loss. Define the different types of hearing loss. Explain if/how each type of hearing loss can be treated.

Grading Period 2

Unit 2: Relationships

Estimated Date Range: 10/11/23-12/15/23

Unit Overview:

In this unit, students will learn to discuss and describe their own and others' family members. They will be able to not only introduce themselves and greet people, but also members of their family to others they may meet in the Deaf community. It is important for students to know how to talk about their families because this is a topic that comes up in every day conversations. Students will eventually talk about their everyday lives, which include their families. Understanding Deaf culture is key to being able to communicate effectively in the Deaf community. Students should understand and demonstrate Deaf cultural norms.

At home connections:

- Share family history with your child, such as grandparents' and great grandparents' names.
- Tell about friends you have that are as close as family; not everyone has a happy family situation, so celebrate those close friendships with your child.

Concepts within Unit # 2

[Link to TEKS](#)

Success Criteria for this concept

Concept #1: Families

TEKS: 1.1a, 1.1b, 1.1c, 1.4a

Using correct ASL structure & NMS, the student will be able to:

- Sign a variety of family members.
- Sign how many people are in their family & other families.
- Sign who is in their family & other families.
- Compare their family with other families.
- Ask questions about other families.
- Answer questions about their family.
- Sign a variety of family celebrations/holidays.
- Ask questions about which holidays/celebrations other families celebrate.
- Answer questions about which holidays/celebrations their family celebrates.
- Sign their feelings about holidays/celebrations.
- Ask others their feelings about holidays/celebrations.
- Sign different family member's feelings about holidays/celebrations.
- Sign a variety of housing.
- Sign where they live.
- Sign where others live.
- Sign where they want to live.
- Ask where others want to live.
- Sign where they don't want to live.
- Sign basic physical characteristics of my family members.
- Sign basic personality characteristics of my family members.
- Sign a variety of pets.
- Ask questions about others' pets.
- Answer questions about pets that they have.

When signed using correct ASL structure & NMS, the student will be able to demonstrate understanding of:

- A variety of family members
- How many people are others' family.
- Who is in others' family.
- The differences between their family compared to another's.
- Questions asked about their family.
- A variety of family celebrations/holidays.
- Questions asked about which holidays/celebrations their family celebrates.
- Which holidays/celebrations others celebrate.
- Other's feelings about holidays/celebrations.
- A variety of housing.
- Where others live.
- Where others want to live.
- Where others don't want to live.
- Basic physical characteristics of others' family members.
- Basic personality characteristics of others' family members.
- Questions asked about pets that they have.
- Pets that others have.

<p>Concept #2: Sharing Culture TEKS: 1.2a, 1.3a, 1.4b</p>	<ul style="list-style-type: none"> • Explain the significance of name signs. • Explain some of the major Deaf cultural norms. • Explain how Deaf culture is passed from generation to generation. • Compare the way Deaf culture is passed along to the way it is passed in American hearing culture. • Explain how residential schools started in America. • Explain the importance of residential schools to the Deaf community. • Explain the difference between a Deaf residential schools & mainstreaming. • Compare and contrast a Deaf student's experience at a residential school & their experience in a mainstreamed environment.
---	--

Grading Period 3	
Unit 3: A Typical Teenage Life Estimated Date Range: 1/4/24-2/15/24	
<p>Unit Overview: When students go home, they tend to talk about their day with their family and friends. In order to do this, they need to know how to communicate about school. Students will learn to talk about their school day, including classes and teachers, and begin learning about basic activities outside of school. They will learn about school locations, and use them to discuss their daily schedule. They will also learn about basic transportation, and different methods of travel. They will continue to learn more about Deaf cultural norms and values, especially those relating to education. They will also begin learning how to write in ASL Gloss in order to translate English to correct ASL.</p> <p>At home connections:</p> <ul style="list-style-type: none"> • Encourage students to seek out opportunities to interact with the target language, even if it is not on this topic. Encourage them to find activities they enjoy in the target language, so that they will be motivated to learn more. • Remind students to be patient, that language learning takes time. They won't be able to say everything in this new language that they can say in English or their first language. 	
Concepts within Unit # 3 Link to TEKS	Success Criteria for this concept
<p>Concept #1: School Life TEKS: 1.1a, 1.1b, 1.1c, 1.1d, 1.2a, 1.2c, 1.2d, 1.4a, 1.4b</p>	<ul style="list-style-type: none"> • List classes I have at school, using correct ASL listing/ordering technique. • Ask others questions about their classes • Ask questions about personnel and places in the school using correct ASL non-manual signals. • Answer questions about personnel and places in the school using correct ASL syntax. • Use ASL to communicate needs and information about my classes. • Ask questions about other students' transportation habits and preferences using correct ASL non-manual signals.

	<ul style="list-style-type: none"> • Answer questions about my transportation habits and preferences. • Write simple sentences in correct ASL Gloss and compare to standard English. • Use FINISH in sentences to show past tense. • Explain the predominant Deaf cultural view of residential schools.
<p align="center">Unit 4: Life Outside of School</p> <p align="center">Estimated Date Range Grading Period 3: 2/20/24-3/8/24 Estimated Date Range Grading Period 4: 3/18/24-4/5/24</p>	
<p>Unit Overview: Students will begin learning to talk about their lives outside of school. They will learn more activity signs, as well as very simple food and money signs. Time concepts will be introduced, and students will practice making plans with others, accepting and refusing suggestions given. Students will be introduced to simple classifiers and pronouns which incorporate number. They will continue to explore Deaf culture, especially “Deaf Time” and explanations for behavior, and practice some acceptable behaviors for Deaf socials.</p> <p>At home connections:</p> <ul style="list-style-type: none"> • Encourage students to participate in the Deaf socials opportunities shared by the teacher so they can practice using the language with a native speaker. 	
Concepts within Unit # 4 Link to TEKS	Success Criteria for this concept
<p>Concept #1: Activities TEKS: 1.1a, 1.1b, 1.1c, 1.1d, 1.2a, 1.4a, 1.4c</p>	<ul style="list-style-type: none"> • Ask questions about activities and the times they occur. • Answer questions about activities and the times they occur. • Demonstrate correct use of tenses in ASL syntax. • Ask questions about characteristics of animals. • Answer questions about the characteristics of animals. • Draw a simple diagram of a zoo, showing placement of animals based on a signed description, using spatial relationships. • Use basic classifiers to show location and movement when discussing animals. • Demonstrate signs/non-manual signals for feelings. • Sign about simple chores I do around the house.
<p>Concept #2: Making Connections TEKS: 1.1a, 1.3a, 1.3b, 1.4b, 1.5b</p>	<ul style="list-style-type: none"> • Identify various technologies that have enhanced the ability of the Deaf to communicate with the hearing community • Explain how technology can benefit the Deaf community.
<p>Concept #3: Socializing TEKS: 1.1a, 1.2a, 1.4b, 1.4c, 1.5a, 1.5c</p>	<ul style="list-style-type: none"> • Demonstrate acceptable behaviors for Deaf social activities. • Correctly use pronouns that incorporate number, following Deaf cultural norms. • Correctly use simple classifiers following Deaf cultural norms.

Grading Period 4

Unit 4: Life Outside of School

Estimated Date Range Grading Period 3: 2/20/24-3/8/24

Estimated Date Range Grading Period 4: 3/18/24-4/5/24

Unit Overview:

Students will begin learning to talk about their lives outside of school. They will learn more activity signs, as well as very simple food and money signs. Time concepts will be introduced, and students will practice making plans with others, accepting and refusing suggestions given. Students will be introduced to simple classifiers and pronouns which incorporate number. They will continue to explore Deaf culture, especially “Deaf Time” and explanations for behavior, and practice some acceptable behaviors for Deaf socials.

At home connections:

- Encourage students to participate in the Deaf socials opportunities shared by the teacher so they can practice using the language with a native speaker.

Concepts within Unit # 4 Link to TEKS	Success Criteria for this concept
Concept #1: Activities TEKS: 1.1a, 1.1b, 1.1c, 1.1d, 1.2a, 1.4a, 1.4c	<ul style="list-style-type: none"> Ask questions about activities and the times they occur. Answer questions about activities and the times they occur. Demonstrate correct use of tenses in ASL syntax. Ask questions about characteristics of animals. Answer questions about the characteristics of animals. Draw a simple diagram of a zoo, showing placement of animals based on a signed description, using spatial relationships. Use basic classifiers to show location and movement when discussing animals. Demonstrate signs/non-manual signals for feelings. Sign about simple chores I do around the house.
Concept #2: Making Connections TEKS: 1.1a, 1.3a, 1.3b, 1.4b, 1.5b	<ul style="list-style-type: none"> Identify various technologies that have enhanced the ability of the Deaf to communicate with the hearing community Explain how technology can benefit the Deaf community.
Concept #3: Socializing TEKS: 1.1a, 1.2a, 1.4b, 1.4c, 1.5a, 1.5c	<ul style="list-style-type: none"> Demonstrate acceptable behaviors for Deaf social activities. Correctly use pronouns that incorporate number, following Deaf cultural norms. Correctly use simple classifiers following Deaf cultural norms.
Unit 5: Reflections Estimated Date Range: 4/8/24-5/23/24	

Unit Overview:

Students will study important events in history and education, as they specifically relate to the Deaf. Through this, they will gain a greater understanding of Deaf culture and attitudes. They will also learn about ASL storytelling and its importance in the Deaf community. Students will be looking to the future, in discussing summer plans and basic weather. This will be an opportunity to review weak vocabulary, important grammar concepts, and classifiers.

At home connections:

- Encourage students to tell you about a story they saw in class.

Concepts within Unit # 5 Link to TEKS	Success Criteria for this concept
<p>Concept #1: Storytelling TEKS: 1.1b, 1.1c, 1.1d, 1.1e, 1.2b, 1.4a</p>	<ul style="list-style-type: none"> • Explain events I have viewed in an ASL Story. • Explain the cultural value of storytelling in ASL. • Demonstrate use of gestures in Deaf cultural norms for storytelling. • Correctly use classifiers in an ASL story • Recognize differences in noun/verb pairs. • Identify the object in sentences with directional verbs, demonstrating knowledge of ASL morphology. • Discuss basic weather and identify seasons, using correct ASL phonology and syntax. • Discuss summer & vacation plans, following Deaf cultural norms
<p>Concept #2: Deaf History TEKS: 1.2b, 1.2d, 1.3a</p>	<ul style="list-style-type: none"> • Discuss important events in Deaf history. • Create a timeline to show when important events happened in Deaf history.

Glossary of Curriculum Components

Overview— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Concept – A subtopic of the main topic of the unit.

Success Criteria—a description of what it looks like to be successful in this concept.

Parent Resources

The following resources provide parents with ideas to support students' understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
OIC Movies	This is an online platform that has videos of native speakers signing about a variety of topics, many of which are aligned to our curriculum topics.
www.lifeprint.com	This is a great resource to practice ASL. While it doesn't align directly with our curriculum, it has many of the same topics.

Asl.bz	This is a website to practice ASL numbers.
Asl.ms	This is a website to practice ASL fingerspelling.
Sign Language 101	This website has basic phrases and single word vocabulary in ASL.
ASL Pro	This is an online dictionary for ASL

Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



The World Language Instructional Model has two key components: the core practices and the lesson cycle. The six core practices reflect current best practice in language teaching, as well as the expectations from our state and national standards. While teachers will not necessarily accomplish all six every day, they should incorporate them all into their lessons on a regular basis. The lesson cycle is where all of the core practices come together in a cohesive manner. The teacher begins by framing the lesson, either drawing on students' prior knowledge, or priming the pump for what is to come. During Language Experience, the focus is on comprehensible input, as it is through input that language proficiency is achieved. During Structured Communicative Practice, students get to engage with the language through structured opportunities for output. This is when they and the teacher can see if they have been able to internalize the new language from the input phase. Finally, students will reflect and assess their understanding