

## American Sign Language 1A

## Subject Group Overview

Unit title	Key concept	Related Concept(s)	Global context & Exploration	Statement of inquiry	MYP subject specific objectives and strands	Content (topics, knowledge, skills)
Welcome Week (Week 1- 7 days from the start) *This is not an MYP unit, so no actions sections of the planner are needed	None needed	None needed	None needed	None needed	None needed	<ul style="list-style-type: none"> <li>Learners will complete and submit their Canvas orientation credentials.</li> <li>Learners will read the syllabus and complete the syllabus survey with 100% accuracy.</li> <li>Learners will enroll in the Live Lesson and Walk-In Assistance.</li> <li>Learners will read the Scheduling/Calendar Etiquette content.</li> <li>Learners will watch the Welcome Contact video, schedule and complete their Welcome Contact and complete the Post-Welcome Contact survey with 100% accuracy.</li> </ul>
Signs of Learning Module 2 (Weeks 2-5, 21 days)	Communication	Meaning Word choice	Personal and Cultural Expression  Language and Linguistic systems	Meaning and word choice are the foundations of communication within linguistic systems.	A, B, C, D: all strands  The summative assessment has three parts. First, a visual formative project summarizing the module content which includes Communication, Culture,	<ol style="list-style-type: none"> <li>Learners will demonstrate twin letter comprehension by fingerspelling words with twin letters.</li> <li>Learners will differentiate between tapping and sliding twin letters by fingerspelling words with both characteristics.</li> </ol>

					<p>Communities, Comparisons and Connections where students will differentiate between the 5Cs demonstrating their new knowledge in a comprehensive posterboard. Secondly, the student will verbally demonstrate their new knowledge in a face-to-face signed format. Thirdly, the student will answer a series of questions focusing on the 5Cs in a comprehension check.</p>	<ol style="list-style-type: none"> <li>3. Learners will discuss the differences in a discussion board about global Deaf culture and signs by "traveling" to Korea and Soweto.</li> <li>4. Learners will practice signing 26 new signs in alphabetical order and sign ASL sentences using new signs.</li> <li>5. Learners will practice signing WH signs and execute them with proper facial expressions.</li> <li>6. Learners will practice signing Survival Signs and Essential phrases by mirroring the Deaf models and creating a video upload.</li> <li>7. Learners will produce ASL color signs and the ASL grammatical use of the Agent/Person Marker by mirroring the Deaf models and creating a video upload of blended sign sentences.</li> <li>8. Learners will write a synopsis of the Deaf Culture practice of Name Signs and define the difference between the two main types of name signs</li> <li>9. Learners will define the difference between Cardinal and Ordinal numbers by</li> </ol>
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						<p>demonstrating cardinal and ordinal number phrases.</p> <p>10. Learners will write a reflection of "Through Deaf Eyes" Part 1 discussing Deaf history and take notes for module Signs Of Cultural Knowledge Project - SOCK or Cornell Notes</p> <p>11. Learners will design a formative assessment in the form of a SOCK project or Cornell Notes reflecting module material.</p> <p>12. Learners will video chat with your instructor.</p> <p>13. Learners will complete the summative comprehensive check with a 60% or higher.</p>
<p>Signs of Learning Module 3 (Weeks 6-9, 21 days)</p>	<p>Connections</p>	<p>Context Meaning</p>	<p>Identities and Relationships</p>	<p>Connections provide context and meaning to help us build meaningful foundations in understanding relationships.</p>	<p>A, B, C, D: all strands</p>	<ol style="list-style-type: none"> <li>1. Discover Deaf Culture by comparing the difference between Big D and little d.</li> <li>2. Evaluate different global Deaf cultures and signs by "traveling" to Japan and Tunisia.</li> <li>3. Practice new Back to School Signs by practicing with the Deaf model.</li> <li>4. Fingerspell practice with Nouns.</li> <li>5. Continue discovering numbers 20-30 by modeling with Deaf signers.</li> <li>6. Compare and contrast ASL</li> </ol>

						<p>Family signs and Emotion signs.</p> <ol style="list-style-type: none"> <li>7. Execute Feelings and Emotion Signs and Essential phrases by practicing with the Deaf models and signing essential phrases.</li> <li>8. Practice showing Signs Around the House in a monologue.</li> <li>9. Define the aspects of negative signs and apply them by signing essential phrases.</li> <li>10. Denote the grammatical component of the Five Parameters.</li> <li>11. Differentiate Hearing and Deaf Culture through current events.</li> <li>12. Watch "Through Deaf Eyes" Part 2. Learn about Deaf history and take notes for your module Signs Of Cultural Knowledge Project - SOCK.</li> <li>13. Discuss/Collaborate a Deaf History Tweet</li> <li>14. Design a formative assessment in a SOCK project reflecting module material.</li> <li>15. Video chat with your instructor.</li> <li>16. Take the summative</li> </ol>
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						17. comprehensive check.
Signs of Learning Module 4 (Weeks 10-13, 25 days)	Culture	Conventions Message	Personal and Cultural Expression	Understanding diverse cultures, their traditions, conventions and unique messages helps form cultural and personal expressions.	A, B, C, D: all strands	<ol style="list-style-type: none"> <li>1. Discover global signs and Deaf culture by "traveling" to Vietnam and Guatemala.</li> <li>2. List relationships by gender and personality and sign with the Deaf model.</li> <li>3. Fingerspelling practice with names.</li> <li>4. Review the numbers 1-20 and move to 30.</li> <li>5. Compare animal/pet signs to their iconicity by practicing with Deaf models.</li> <li>6. Discuss the history of Deaf people in Sports and the Deaflympics.</li> <li>7. Execute sports signs by practicing with the Deaf models and signing essential sports signs.</li> <li>8. List the different non-manual expressions and practice with Deaf models.</li> <li>9. Differentiate ASL directional verbs by pronouns by watching Deaf models.</li> <li>10. Evaluate CODA/KODA and SODA interactions in the Deaf Community.</li> <li>11. Recall the importance of highlighting Deaf Culture through current events.</li> <li>12. Watch "Through Deaf Eyes"</li> </ol>

						<p>finale. Learn about Deaf history and take notes for your module Signs Of Cultural Knowledge Project - SOCK.</p> <p>13. Discuss/Collaborate Deaf Job Opportunities</p> <p>14. Design a formative assessment SOCK project reflecting module material.</p> <p>15. Video chat with your instructor.</p> <p>16. Take the summative comprehensive check.</p>
<p>Signs of Learning Module 5 (Weeks 14-18, 27 days)</p>	<p>Perspective</p>	<p>Accent Purpose</p>	<p>Globalization and sustainability</p>	<p>Clear perspectives of the variety of tone, accents and inflection show the purpose of studying globalization and how sustainability affects language systems.</p>	<p>A, B, C, D: all strands</p>	<ol style="list-style-type: none"> <li>1. Differentiate between ASL and global Deaf cultures and signs by "traveling" to Egypt &amp; Norway.</li> <li>2. List and explain new appropriate labels designated for Deaf individuals.</li> <li>3. Complete fingerspelling practice with three letter words.</li> <li>4. Continue discovering and practicing numbers 30-100.</li> <li>5. List calendar signs by days, weeks, months and years by modeling Deaf signers.</li> </ol>

						<ol style="list-style-type: none"> <li>6. Execute day of the week phrases by practicing with the Deaf models.</li> <li>7. Define classifier handshapes by reviewing video samples.</li> <li>8. Allocate classifier locations signs and apply them by signing a story.</li> <li>9. Assess the grammatical component of classifiers.</li> <li>10. Differentiate, explain and discuss Deaf Culture through learning the difference between the Deaf Way and the Hearing Way.</li> <li>11. Watch "Thursdays Children" Part 1. Learn about Deaf history and take notes for your module Signs Of Cultural Knowledge Project - SOCK.</li> <li>12. Outline and explain Deaf Culture of the 1800s by reading assigned material.</li> <li>13. Discuss/Collaborate Cochlear Implants by comparing and contrasting their efficacy.</li> <li>14. Design a formative SOCK project reflecting module material.</li> <li>15. Video chat with your instructor.</li> <li>16. Take the summative comprehensive check.</li> <li>17. Present a summative signed project.</li> </ol>
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