



ASL 1 Exploratory Course Description:

This course will introduce you to American Sign Language (ASL) as a World Language. You will develop beginning level ASL communication skills and start your journey into the Deaf World by exploring American Deaf culture and history.

This course utilizes pre-recorded video lessons, interactive activities, and quiz assessment tools to measure your ASL receptive skills, and knowledge of grammar and Deaf culture. You will have opportunities to practice the language based on our assignment prompts.

This course is offered by ASL Virtual Academy, www.aslvirtualacademy.com. Program Director and course creator is Emily Fermier, MA, ASLTA-P, NIC

Prerequisites: This is an online class that requires students to be self-starters, that can successfully work with some degree of autonomy and follow the lesson plan set forth by the teacher. Must be comfortable utilizing basic technology with strong internet.

Course objectives:

- Communicate in American Sign Language (interpretive, interpersonal, and presentational modes).
- Gain knowledge and understanding of Deaf culture.
- Use American Sign Language to connect with other disciplines and expand knowledge.
- Develop Insight into the nature of Language and culture through comparisons of American Sign Language and Deaf culture, and their own Language and culture.
- Become life-long learners by using American Sign Language for personal enjoyment and enrichment

General learning outcomes:

- Be able to engage in one-to-one and small group conversations and share basic information related to common topics.
- Demonstrate an understanding of basic products, practices, beliefs, attitudes and values related to Deaf culture and used by Deaf people.
- Recognize pieces of information and often recognize the main topic of what is being said.
- Present information, understand, and converse about familiar topics and everyday life, using a variety of words, phrases, and memorized expressions.
- Function at a survival level in an authentic cultural context.
- Compare and contrast ASL and Deaf culture with their own Language (English) and culture.



Detailed learning outcomes:

At the end of each quarter, students will be able to say...

1st Quarter Goals

- I can identify appropriate ways to greet or take leave of each member of a group where the Deaf are present.
- I can imitate appropriate greetings.
- I can greet my peers
- I can say "HELLO" and "GOODBYE."
- I can introduce myself to someone.
- I can tell someone my name.
- I can respond to yes/no questions.
- I can greet and leave people in a polite way.
- I can say hello and goodbye to someone my age or younger.
- I can say hello and goodbye to my teacher.
- I can say hello and goodbye to an adult.
- I can say hello and goodbye to a person I don't know.
- I can answer questions about how I am feeling.
- I can express a positive reaction, such as "GREAT!"
- I can ask the question, "WHAT?"
- I can ask someone how they are feeling. (How are you?)
- I can communicate basic information about myself and people I know.
- I can hold eye contact with my audience when I sign.
- I can recognize some color words.
- I can understand when people express thanks.
- I can say my name and ask someone's name.
- I can be the first to start a conversation.
- I can recognize a few courtesy phrases.
- I can recognize and sometimes understand words and phrases that I have learned for specific purposes.

2nd Quarter Goals

- I can make some simple statements in a conversation.
- I can tell someone what I am doing.
- I can ask "WHO?" "WHAT?" and "WHERE?" questions.
- I can ask questions about something that I am learning.
- I can recite words and phrases that I have learned.
- I can recognize terms for how I am feeling today
- I can count from 1-10.
- I can describe what I need for school. (Books, paper, pencil, a chair, etc.)
- I can sign whether I am hearing or deaf
- I can sign where I am learning ASL
- I can recognize and imitate how people count in ASL.

- I can sometimes recognize and use culturally appropriate personal space, eye contact, and body language when interacting with others.
- I can sometimes understand questions or statements about my family in ASL.
- I can recognize the difference between a question and a statement in ASL.
- I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers.
- I can introduce someone else
- I can say whom I am going to see.
- I can say something about the members of my family, and ask about someone's family.
- I can say something about friends and classmates
- I can bring a conversation to a close. (For example, "Bye, nice to meet you." "See you later.")
- I can recognize the handshape of a sign.
- I can recognize the movement of a sign.
- I can recognize the palm orientation of a sign
- I can recognize the location of a sign
- I can recognize some non manual grammatical signals
- I can understand survival signs/essential communication signs.
- I can understand fingerspelled words produced at a slow pace.
- I can understand the difference between yes/no questions and wh-questions.
- I can point to refer to a person or thing (spatial referencing).
- I can use non manual grammatical signals to express emotions.
- I can use survival signs for basic communication. (For example, "I don't understand" "Can you slow down please." "Can you sign that again please.")
- I can ask for information to be repeated. (For example: "Can you sign that again, please.")

3rd Quarter Goals

- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences
- I can recognize some similarities and differences between the construction and design of houses for the Deaf, such as providing more light for access to visual communication.
- I can recognize the importance of ASL.
- I can list items. (Listing and ordering technique)
- I can understand signed questions about my likes and dislikes.
- I can recognize familiar locations. (Restaurant, school, movies, store, etc.)
- I can recognize some terms related to games.
- I can talk about my interests and hobbies.
- I can give reasons for my preferences. (It's fun, it's boring, I love it, etc.)
- I can give some information about activities I did.
- I can answer questions about what I'm doing and what I did.
- I can answer questions about where I'm going or where I went.
- I can sign what I am doing. (I am working, I am studying, I am going to my friend's house, I am reading, etc.)

- I can sign where I'm going or where I went. (I am going to school, I went to the park, I am going out on a date).
- I can use appropriate signals in ASL to participate in a conversation.
- I can sign about places I know. (school, the park, your house, a restaurant, the store, etc.)
- I can sign the days of the week.
- I can express what I want to do each day in ASL.
- I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet in ASL
- I can invite and make plans with someone to do something or go somewhere in ASL.
- I can accept or reject an invitation to do something or go somewhere in ASL. (For example, "Yes, I can." or "Sorry, I can't.")
- I can follow simple arithmetic problems in ASL when I can see the figures.

4th Quarter Goals

- I can sign about my daily activities using words, phrases, and memorized expressions
- I can sign about what I do on the weekends
- I can identify familiar landmarks important to Deaf culture such as the statues of Thomas Hopkins Gallaudet and Alice Cogswell.
- I can recognize the importance of Deaf history.
- I can identify the main idea in short conversations.
- I can recognize technology used for communication such as video phone, Glide, Face-time, texting, etc.
- I can recognize the non manual markers used in a statement or story in ASL.
- I can communicate with others from Deaf culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
- I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
- I can interact on a survival level in some familiar everyday contexts
- I can identify examples of common technology use across Deaf cultures.
- I can identify some assistive devices such as flashing doorbells, lights, fire systems, etc. used the in the Deaf community.
- I can recognize the importance of technology

Non-Graded Practice Assessments:

Students can practice three components: Interpretive, Interpersonal, Presentational.

Interpretive: Understanding the language when it is being used by a native signer, a Deaf person, or teacher. After the student completes all lessons and activities in a weekly folder, they are assessed with a non-graded quiz. The quiz further assesses understanding while developing the ability to understand signed communication. Additionally, it assesses the student's knowledge of cultural and linguistic topics covered in that week's lessons. While quizzes are not graded, correct vs. incorrect answers are identified for learning purposes.



Interpersonal: Having a conversation in ASL with another person. There are two practice signing assignments each quarter. These are opportunities for the student to practice their signing skills based on what they’ve learned. These are not submitted or graded but the student should keep in mind their signing accuracy, sign production, facial expressions, grammar and syntax, use of space, fluidity, and complexity.

Presentational: Presenting information using ASL. Students can prepare presentational assessments which practice their ability to use a variety of vocabulary and grammar concepts.

Quarterly summary of topics, grammar, and culture

Quarter 1
Topics
Greetings/Fare wells, Feelings/emotions, Survival signs, Manual Alphabet, Introductions, Fingerspelling, People, School, Colors, Courtesy, Conversational Feedback
Grammar
Non Manual Grammatical Signals (NMGS), Sentence Types, -Wh-Questions, Yes/No Questions, Closing Signals, Gestures vs Signs, Fingerspelling, Pronouns
Culture
Language, Culture, ASL, Deaf Culture, Deaf Community, Getting a Deaf person’s attention, Appropriate terms for individuals with a hearing loss, Visual Access, Maintaining eye contact, Beginning “Through Deaf Eyes”

Quarter 2
Topics
Cardinal Numbers continued, People, Pets, Conversational Feedback, Survival Signs, Negation, Plural Pronouns, Numbers 0-111
Grammar
Cardinal Numbers, Spatial Referencing, Wh-questions continued, Yes/No Questions continued, Gender Distinction Sentence Types: -Declarative -Affirmative -Negative, Topic, Comment, Structure
Culture
Family Dynamics, Causes of Deafness, CODAs, Name Signs, “Through Deaf Eyes” continued

Quarter 3
Topics



Interests & Activities, Locations, Feelings & Opinions, Numbers, Calendar, Days of the week, Ordinal Numbers, Weather
Grammar
Cardinal Numbers 21-30, Contrastive Structure, Listing + Ordering, Sign Iconicity, Tense, Finish Clause, Ordinal Numbers
Culture
Perspectives on Deafness, Deaf Gain, Information Sharing in the Deaf Community, “Through Deaf Eyes” continued, History of ASL: -Home signs -Gallaudet -Clerc -Martha’s Vineyard

Quarter 4
Topics
Expanded Calendar -Everyday & every morning Daily Routines, Numerical Incorporation, Cardinal Numbers 31-100, Classifiers, CL Handshapes + Referents
Grammar
Classifiers: -Handshapes -Usage of CLs -Functions Use of space, Mouth Morphemes
Culture
Technology Utilized by Deaf people: -TTY -Video Phones -CART -Alerting Devices -Hearing Aids - Cochlear Implants -Hearing dogs, “Through Deaf Eyes”