

AMERICAN SIGN LANGUAGE I ESSENTIAL CURRICULUM

Theme	*Communication	Culture	Comparisons	Connections	Communities
Introducing Oneself	<p>~Give and ask for one's name</p> <p>~Use the ASL alphabet to give and receive names</p> <p>~Correct & confirm a person's name</p> <p>~Use basic facial expressions to show affirmative or negative & simple emotions</p> <p>~Role play introducing oneself & asking for another's name</p> <p>~Respond/follow basic classroom commands</p>	<p>~Identify basic facts, customs & practices pertaining to the Deaf community</p> <p>~Identify the cultural differences between <i>deaf</i> and <i>Deaf</i></p> <p>~Create a name sign for oneself</p>	<p>~Identify differences between customs of the Deaf and hearing communities for introductions & meeting new people</p> <p>~Explain differences between spoken and visual languages</p>	<p>~Explain the history and validity of ASL as a language</p> <p>~Use number signs (0-10) to complete simple arithmetic problems</p>	<p>~Interview someone in the Deaf community or school for simple personal information</p> <p>~View video/media presentations of introductions</p>

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<p>Personal Information</p>	<p>~Ask and respond appropriately to questions regarding basic personal information such as hearing/deaf status, student status, how learned to sign, etc. using yes/no & <i>wh</i>-questions</p> <p>~Use headshake to correct & confirm information</p> <p>~Identify signs which use an agent marker to show that a verb is a person (TEACH + AGENT for TEACHER, LEARN + ER for LEARNER)</p> <p>~Use <i>wh</i>- signs to ask where & who questions.</p>	<p>~Respond to questions using culturally appropriate ways (e.g., Oh-I-See)</p> <p>~Use culturally appropriate means of greetings and farewells</p>	<p>~Show how to form & respond to yes/no questions in ASL as compared to English</p> <p>~Demonstrate an understanding of the importance of the verb “to be” in each language</p>	<p>Compare basic ASL structures pertaining to personal information with those used in some modern languages</p> <p>~Demonstrate an understanding of the history of American Sign Language and its roots in French Sign Language</p>	<p>~Interview someone in the Deaf community or school for personal information</p> <p>~View video/media presentations of basic biographical information</p> <p>~Present selected personal information from a job application form to the class OR Present an autobiographical description of oneself</p>

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Environment	<p>~Express wants/needs</p> <p>~Ask/identify where things are located using <i>wh</i>-questions (where & what)</p> <p>~Demonstrate the use of non-manual markers eye gaze, location agreement, directional pointing and distance conveyance to communicate proximity when giving simple directions.</p> <p>~Discuss and make personal observations regarding the immediate environment</p>	<p>~Give directions using non-manual behaviors & proximity markers as from a signer's perspective</p>	<p>~Explain differences between ASL and English when giving directions, i.e. spatial vs. linear</p> <p>~Form questions showing differences in question structure in each language. (e.g. Statement-question vs. Verb + Object question)</p>	<p>~Use number signs (0-15) to complete simple arithmetic problems</p> <p>~Use food signs to make simple nutrition statements</p>	<p>~Engage in conversations with proficient ASL users regarding topics about one's daily environment</p>

*National ASL Standards – https://asлта.org/wp-content/uploads/2014/07/National_ASЛ_Standards.pdf

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Where You Live	<p>~Ask & respond to questions regarding address information and transportation</p> <p>~Ask/respond to questions related to transportation using <i>wh</i>- questions (where, what, & how)</p> <p>~Demonstrate recognition of finger spelled words in context (e.g., brands, names, places, words that have no signs, etc.)</p> <p>~Explain to a small group how you come to class/school</p>	<p>~Explain when the use of fingerspelling is appropriate</p>	<p>~Compare the use of one sign + motion in ASL to indicate motion (e.g., airplane/flying, car/drive, sit/ride in) to the use of Noun + Verb in English to indicate motion</p>	<p>~Use number signs (0-20) to complete simple arithmetic problems</p> <p>~Use name signs to identify geographical locations (cities, states, countries)</p>	<p>~Describe locations and objects using the ASL alphabet, color signs and non-manual markers/behaviors</p>

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Your Family	<p>~Exchange information to describe one's immediate & extended families</p> <p>~Present a simple narrative/story about an anecdote or other event using characters in a relationship such as friends, family members, etc.</p>	<p>~Describe & discuss people, places or things that are not in the immediate environment (referents) by establishing & referring to them in specific locations in the signing space</p> <p>~Explain Deaf Clubs' significance in Deaf culture</p>	<p>~Make and compare negative statements in each language</p> <p>~Explain similarities & differences in family structures of deaf vs hearing families</p>	<p>~Present information about CODA and deaf/hearing members of families</p> <p>~Use number signs (0-25) to complete simple arithmetic problems related to one's family</p>	<p>~Engage in conversation with a member of the Deaf community about their family</p>
Activities	<p>~Ask/Respond to questions about one's activities including the use of signs (2h)#DO++, US-TWO, with appropriate phrasing</p> <p>~Ask/respond to questions using time signs appropriately placed in the signing space</p> <p>~Tell a story about an activity including details of time & place</p>	<p>~Describe the cultural practice of providing explanations pertaining to lateness, absence, early departure, including making excuses and apologies to meet the cultural need/requirement to keep each other informed</p>	<p>~ Explain the differences between the types of personal information shared by the two communities</p> <p>~Compare the Deaf cultural practice of providing explanations when absent, late or leaving early to the hearing culture</p>	<p>~Use number signs of multiples of 5 (0-100) to complete simple math problems related to one's activities</p> <p>~Express one's opinion regarding various topics such as current events, political figures, places of interest, etc. (e.g. like, enjoy, so-so, bored, not + like, vomit, #ok)</p>	<p>~Attend an event held by the Deaf community, such as a sports event, cultural event, fair, etc.</p>

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Interpersonal Communication (Cumulative Review Units 1-6)	~Respond to questions from video taped dialogues and stories ~Role play conversations, including appropriate methods of getting attention, making introductions, negotiating the signing environment, volunteering appropriate information, finding common connections, asking for repetition and other appropriate conversation strategies	~Identify the use of technology in the daily activities of deaf people, (e.g. doorbell, alarm clock, TTY, text based cell phones, etc.) ~Explain the need for adequate lighting for events involving deaf people	~Compare a Deaf person’s experiences of having a deaf child vs a hearing child ~Explain the difference between an arbitrary and a descriptive name sign	~Use storytelling techniques in sign language to express commonly known literature (e.g. <i>The Tortoise and the Hare</i>)	~Demonstrate situational conversations by role playing
Giving Directions	~ Ask/respond to questions about locations within one’s building (school, office, hotel) ~Explain how to get to school and other locations using the basic ASL syntaxes of Object + Subject + Verb, rhetorical, and topic/comment by repeating the sentence in the appropriate format	~Describe techniques to aid cross-cultural communication, i.e. communicating with people who do not sign	~Show the difference between cardinal and ordinal numbers in ASL ~Compare the ASL syntax of Object + Subject + Verb, rhetorical and topic/comment with English	~Respond affirmatively or negatively regarding the nutritional value of various food prompts	~Demonstrate using one hand to sign while holding food or drink in the other hand (one handed signing)

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Describe others	<p>~Give brief presentation describing others using the descriptive classifiers including parts of head (eye color, hair style, etc.), height & body type, style & pattern of clothing</p> <p>~Identify persons after seeing a signed description</p> <p>~Present simple stories using ABC, handshapes and number signs</p>	<p>~Explain the format of ABC, handshape and number stories and their significance in Deaf culture</p>	<p>~Explain the difference between describing a person who is present and within sight vs. a person who is not present</p> <p>~Explain difference between hearing/Deaf descriptions of people (e.g. for Deaf people visual descriptions are graphic, not insulting, and the order of attributes is important)</p>	<p>~Discuss the use of eyes, hands and signs in deaf artwork (e.g. the artwork of Chuck Baird & Betty Miller)</p> <p>~Use number signs of multiples of 5, 10 & 11 to complete simple math problems</p>	<p>~View video of native signer presenting handshape story</p>
Making Requests	<p>~Give and perform simple requests</p> <p>~Express reasons/complaints</p> <p>~Request information using non-dominant hand to show reference point</p> <p>~ Give simple commands using verb inflection</p>	<p>~Explain the importance of context in interpreting the meaning of signs</p>	<p>~Compare ordinal numbers with numbers used for money under \$1.00</p> <p>~Demonstrate similarity and differences between sign for \$1 and “first”</p>	<p>~Use money signs to work simple problems involving money</p> <p>~Use number signs (0-75) to complete simple math problems</p>	<p>~Narrate a videotaped skit using spatial or inflected verbs</p>

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Family & Occupations	<p>~Ask/respond to questions about a person’s identity including relationship, age, occupation and family status</p> <p>~Tell age of selected people in a group such a one’s family</p>	<p>~Describe the variety of signs used in different areas (e.g. birthday, hot dog, Christmas, soon, ocean, etc.)</p> <p>~Discuss celebrating holidays in the Deaf community</p>	<p>~Compare the format of age number signs for ages at/above and below one year old to English</p>	<p>~Use number signs (0-98) to complete simple math problems</p>	<p>~Explain how ranking is used in a video taped dialogue to discuss the signers’ children</p>
Attributing Qualities to Others	<p>~Ask/respond to questions describing personal qualities of others (e.g. opinions, descriptions) using role shifting</p> <p>~Ask/respond to questions related to basic emotions and feelings (e.g., happiness, sadness, surprise, etc.)</p> <p>~Describe a character from a famous story for peers to identify using descriptions of personal qualities</p>	<p>~Explain how role shifting is used in the Deaf community to tell a story</p> <p>~Identify the locations of Deaf schools across the nation</p>	<p>~After viewing vignettes from commonly known movies (such as <i>The Ten Commandments</i>, <i>The Sound of Music</i>, and <i>Gone With the Wind</i>), compare a hearing student’s character descriptions with videotaped Deaf person’s descriptions, given a list of characteristics to look for, such as role shifting, voice inflection, etc.</p>	<p>~From a list of famous historical deaf and hearing people, sign descriptions of their personal qualities</p>	<p>~Role play situations where descriptions and responses must be given, such as finding a friend in a restaurant, a lost child or pet, looking for a friend at a party, etc.</p>

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Routines	<p>~Ask/respond to questions regarding time, calendar and daily activities</p> <p>~ Negotiate times for activities using situational prompts (conflict resolution)</p>	<p>~Put the events in the history of Deaf America in chronological sequence</p> <p>~Demonstrate an awareness of Deaf people’s pride in their deafness (culturally Deaf)</p> <p>~Research National Theatre of the Deaf</p>	<p>~Compare/Contrast ASL and English in terms of time (e.g., ASL uses the temporal aspects of always beginning with a time sign and direction of movement of time signs)</p>	<p>~Read literature about Deaf people, history, and Deaf-related events using media such as <i>Deaf Life</i> magazine or <i>Silent News</i>, etc.</p>	<p>~Make a calendar listing upcoming events in the Deaf community, including local, regional and national events.</p> <p>~Make plans to attend one of these events and write a journal entry about your experience.</p> <p>~View a play or drama performance presented in the Deaf community</p>