

AMERICAN SIGN LANGUAGE I ESSENTIAL CURRICULUM

COMMUNICATION

WL.ASLI.1 *INTERPERSONAL*: Students communicate in American Sign Language using two-way communication via face to face conversation or through technological means by engaging in one-to-one conversation and sharing basic information related to specific instructor-led common topics.

WL.ASLI.1.1 *Feelings, Emotions*: Identify express, and respond with short answers to questions related to basic emotions and feelings (e.g., happiness, sadness, surprise)

WL.ASLI.1.2 *Factual Information*: Ask for and provide basic and personal factual information (e.g., names, schools, background information).

WL.ASLI.1.3 *Preferences and Opinions*: Inquire about and express simple preferences and opinions (e.g., favorite people, colors, food).

WL.ASLI.1.4 *Directions, Commands, and Requests*: Give and follow simple directions, commands, and requests (e.g., ask for permission)

WL.ASLI.1.5 *Maintain and Change Interpersonal Relationships*:
Exchange greetings introducing basic personal information, address a new acquaintance, and make introductions and farewells (e.g., name, age, educational background)

WL.ASLI.1.6 *Knowledge of the World*: Discuss the immediate environment and make personal observations about it (e.g., aesthetic design of the classroom, details found in the classroom).

WL.ASLI.1.7 *Personal Enjoyment*: Participate in activities that play on handshakes and rhythms of language (e.g., learn Deaf-related jokes, make personal video dictionary of favorite signs).

WL.ASLI.1.8 *Face-to-Face Conversations In Person or Through Technological Means*: Discuss a variety of topics including family, school, daily routines, recreation, and famous Deaf people (e.g., communicate on a videophone).

WL.ASLI.1.9 *Backchannelling*: Demonstrate ability to use and recognize appropriate listener feedback during one-to-one conversation (e.g., head nod, head shake).

WL.ASLI.2 *INTERPRETATIVE* : Students understand what one visually perceives when face-to-face or through the use of digital/technological means (e.g., videophone, vlog, videos).

WL.ASLI.2.1 *Personal Information*: Demonstrate comprehension of basic personal social questions by responding appropriately (e.g., name, age, family).

WL.ASLI.2.2 *Directions, Commands, and Requests*: Follow simple commands (e.g., put papers away, move books to another location).

- WL.ASLI.2.3 *Sentence Types and Questions:* Demonstrate comprehension of basic questions on a variety of familiar topics (e.g., yes/no and wh-questions).
- WL.ASLI.2.4 *Grammatical Structures:* Demonstrate comprehension of basic ASL syntax by repeating the sentence (e.g., O-S-V, rhetorical, topic/comment).
- WL.ASLI.2.5 *Descriptions:* Demonstrate an understanding of basic descriptions, physical attributes, and surroundings by rephrasing (e.g., family, daily routines, surrounding environment).
- WL.ASLI.2.6 *Fingerspelled Word Recognition:* Demonstrate fingerspelled word recognition by correctly reading proper names fingerspelled in one-to-one scenarios with teacher-aided cues (e.g., brands, names, places, words that have no signs).
- WL.ASLI.2.7 *Main Ideas:* Comprehend main ideas in ASL narratives and stories (e.g., retell the main points of a short fairytale).
- WL.ASLI.2.8 *ASL Literature:* Comprehend the relationship between handshape and meaning in selections of ASL literature, including ABC, handshape, and number stories (e.g., identify and list key handshapes and their meanings).
- WL.ASLI.2.9 *Live and Recorded Messages:* Comprehend brief recorded messages on familiar topics such as family, school, and holiday celebration (e.g., retell content of a few basic video email messages).

WL.ASLI.3 PRESENTATIONAL: Students express ideas face-to-face or through the use of digital/technological means (e.g., videophone, vlog, and videos).

- WL.ASLI.3.1 *Presentation Preparation:* Express prepared short presentations (2 to 3 minutes) (e.g., describe self, people, and places)
- WL.ASLI.3.2 *Narratives:* Express simple narratives/stories and perform scenarios and anecdotes on familiar topics (e.g., daily routines, events, work duties, school, hobbies, sports, daily activities, family, friends, money, and weather).
- WL.ASLI.3.3 *Recorded Messages:* Create and show simple, brief recorded messages about people, things, and events at school (e.g., announcements about Deaf Awareness Week).
- WL.ASLI.3.4 *Cultural Practices, Perspectives, and Products:* Tell peers, in or out of class, about own culture or cultural products and practices (e.g., sign a pen pal video letter).
- WL.ASLI.3.5 *Linguistics Features:* Identify and describe the meaning of basic selected classifiers (e.g., entity classifiers).

CULTURE

WL.ASLI.4 *PRACTICES OF CULTURE*: Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture by identifying the beliefs, values, and attitudes within Deaf culture.

- WL.ASLI.4.1 *Common Practices and Perspectives of Deaf People*: Observe and use appropriate ways of expressing greetings and farewells (e.g., demonstrations of various leave-taking techniques).
- WL.ASLI.4.2 *Cultural Activities and Events*: Participate in appropriate cultural activities (e.g., celebrate Clerc and Gallaudet Week).
- WL.ASLI.4.3 *Culturally Based Behaviors Patterns in Deaf Culture*: Identify simple, culturally based behaviors patterns of Deaf peers (e.g., similarities and differences being Deaf and hearing).
- WL.ASLI.4.4 *Daily Activities of Deaf People and Contemporary Issues*: Explore common daily activities of Deaf people (e.g., practice waking up using visual alerts, determine whether there is adequate lighting for visual communication, have Deaf guest speaker present answers to common questions).

WL.ASLI.5 *PRODUCTS OF CULTURE*: Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf Culture by becoming familiar with basic products related to Deaf culture and used by Deaf people.

- WL.ASLI.5.1 *De'VIA*: Examine how major themes of hands, eyes, and signs appear in selected pieces of Deaf art (e.g., discuss basic themes in artwork of Chuck Baird and Betty Miller).
- WL.ASLI.5.2 *ASL Literature*: Demonstrate basic familiarity with ASL Literature, videogames, and television programs, and learn songs and games (e.g., produce simple handshape poetry).
- WL.ASLI.5.3 *Literature about Deaf People, History, and Deaf-related Events*: Demonstrate basic familiarity with literature about Deaf people, history, and Deaf-related events (e.g., "Deaf Life" magazine).
- WL.ASLI.5.4 *Tangible Deaf Culture*: Identify and observe tangible products of Deaf culture (e.g., t-shirts featuring the ASL alphabet and/or numbers).
- WL.ASLI.5.5 *Geographical Environment, Heritage, and Historical Events*: Identify the locations of Deaf schools and postsecondary programs for Deaf students across the country.
- WL.ASLI.5.6 *Themes, Ideas, and Perspectives*: Recognize themes, ideas, or perspectives of Deaf culture and recognize how they are reflected by the culture (e.g., develop awareness of culturally Deaf people's pride in being Deaf).

CONNECTIONS

WL.ASLI.6 *MAKING CONNECTIONS:* Students reinforce and further their knowledge of other disciplines (i.e., school subjects) through the study of American Sign Language by engaging in one-to-one conversation to discuss other disciplines.

WL.ASLI.6.1 *Comparing a Variety of Topics:* Expand understanding of topics studied in other classes by making comparisons (e.g., physical features of geography).

WL.ASLI.6.2 *Knowledge of Deaf World:* Demonstrate a general knowledge of significant contributions of Deaf people to history, arts, sciences, literature, and other fields (e.g., briefly describe role and experiences of Deaf Smith in Texas War for Independence).

WL.ASLI.6.3 *School Subjects:* Reflect on the topics from school subjects including technology, historical facts, mathematical problems, or scientific information (e.g., participate in science projects).

WL.ASLI.7 *ACQUIRING INFORMATION:* Students acquire information and recognize distinctive viewpoints that are only available through American Sign Language and Deaf culture by engaging in one-to-one conversation to discuss viewpoints of Deaf people.

WL.ASLI.7.1 *ASL Literature:* View folk tales and stories that reflect cultural practices and historical figures (e.g., story of how Alice Cogswell met Thomas Hopkins Gallaudet).

WL.ASLI.7.2 *Cultural Values:* Research the core cultural values of Deaf people (e.g., understand that being Deaf is a positive trait).

COMPARISONS

WL.ASLI.8 *LANGUAGE COMPARISONS:* Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language by engaging in one-to-one conversation comparing and contrasting ASL with English or another language.

WL.ASLI.8.1 *Phonology: Parameters (Handshapes, Palm Orientations, Locations and Movements):* Compare the differences of basic parameters in ASL and English (e.g., A as in GIRL, 5 as in MOTHER).

WL.ASLI.8.2 *Morphology: Inflections (Manners, Modulations, Degrees, and Temporal/Time Aspects):* Compare the similarities and differences of inflections in ASL and student's language (e.g., WALK-slowly, WALK-very-quickly).

- WL.ASLI.8.3 *Morphology: Non-Manual Markers*: Discuss differences and similarities between the inflections of student's language and the role of non-manual signals in ASL (e.g., topicalization when asking questions).
- WL.ASLI.8.4 *Morphology: Timeline and Time Indicators*: Identify and demonstrate the direction of movement of each time sign as an indication of timeline (e.g., FEW-DAY-AGO, UP-TILL-NOW, FROM-NOW-ON).
- WL.ASLI.8.5 *Morphology: Temporal Aspects*: Identify and observe the rules of temporal aspects by always beginning with time indicator at the beginning of the sentence (e.g., THREE-YEAR-AGO ME MOVED HERE).
- WL.ASLI.8.6 *Morphology: Incorporation of Numbers*: Identify and demonstrate numeral handshape with location, movement, and orientation of signs in age and pronouns (e.g., AGE-THREE, FIVE-OF-US).
- WL.ASLI.8.7 *Morphology: Verb Inflections-Distributional Aspects*: Observe and identify one-to-one verb inflection (e.g., ME-GIVE-YOU MONEY, HE-GIVE-HER FLOWER).
- WL.ASLI.8.8 *Morphology: Plurality*: Observe and comprehend number signs (e.g., FEW, SOME, MANY)
- WL.ASLI.8.9 *Syntax: Questions (Yes/No, Wh-, Tag and Rhetorical Questions)*: Select yes and no questions by asking and answering them correctly (e.g., YOU WORK? YOUR FAMILY DEAF?).
- WL.ASLI.8.10 *Syntax: Sentence Types (Topic, Statement, Command, Conditionals, and Relative Clauses)*: Identify statements and topicalizations (e.g., ME FINE; POLITICS, ME DEMOCRATIC).
- WL.ASLI.8.11 *Syntax: Negation and Assertion*: Observe and comprehend how languages have ways to negate sentences (e.g., "is not true," "did not happen") and that all languages also have ways to assert sentences (e.g., "is true," "did happen," "will happen").
- WL.ASLI.8.12 *Discourse: Register, Turn-taking, Listener's Feedback, Specific-to-General-to-Specific Framework*: Demonstrate awareness of formal and informal forms of language and try out expressions of politeness in ASL and in own language (e.g., comparing WHAT'S UP with hello).
- WL.ASLI.8.13 *More Grammatical Features: Real World Orientation and Spatial Relationship and Absence, and Presence*: Demonstrate recognition of setting subjects and objects in space (e.g., MY BOOK- here, MY TEACHER BOOK over-there).
- WL.ASLI.8.14 *Grammatical Features: Compounds and Contractions*: Demonstrate appropriate use of agent to show that a noun is a person (e.g., TEACH-AGENT for TEACHER, SUPERVISE-AGENT for SUPERVISOR).

- WL.ASLI.8.15 *Grammatical Features: Classifiers-Description, Location, Relationship, Functions, Elements, Tracing and Size, and Shape Specifiers, Entity, and Rules*: Identify shapes by using tracing classifiers and proper by using entity classifiers (e.g., index finger to make a square shape; index finger to represent a person).
- WL.ASLI.8.16 *Noun and Verb Types*: Recognize noun/verb types by distinguishing between a noun and verb (e.g., AIRPLANE FLYING-to, GO BY BOAT-to).
- WL.ASLI.8.17 *Variations: Regional, Gender, Age, and Race*: Give examples of frequently known sign variations (e.g., sign for OCEAN is different for east and west coast).

WL.ASLI.9 *CULTURAL COMPARISONS: Students demonstrate understanding of the nature of culture through comparisons of American Deaf Culture and their own culture by engaging in one-to-one conversation comparing Deaf culture with one's own and other cultures.*

- WL.ASLI.9.1 *Patterns of Behavior and Interaction*: Compare simple patterns of behavior and interaction in various cultural setting (e.g., Deaf people tend to include hugging as part of a greeting).
- WL.ASLI.9.2 *Practices and Viewpoints of Deaf Culture and Other Cultures*: Recognize the interests and practices that students have in common with their Deaf peers and hearing peers in 1-2 other cultures (e.g., compare the sports Deaf peers are interested in with students' interests).
- WL.ASLI.9.3 *Uses of Gestures and Languages in Various Cultures*: Demonstrate awareness that most languages use some form of gestures. Using gestures are an important part of communicating in ASL (e.g., identify gestures used by non-Deaf American people).
- WL.ASLI.9.4 *Products of Different Cultures*: Describe basic tangible and intangible products and practices of different cultures (e.g., use of cell phones for hearing people and pagers for Deaf people).

COMMUNITY

WL.ASLI.10 *ASL CLASS AND COMMUNITY: Students use American Sign Language within and beyond the school setting by engaging in one-to-one, non-classroom conversational experiences with the Deaf community.*

- WL.ASLI.10.1 *ASL and Deaf Culture*: Participate in special performances that demonstrate an understanding of Deaf culture (e.g., demonstrate music enjoyment by using a drum).

WL.ASLI.10.2 *Social Interaction*: Participate in conversations with native ASL users about everyday matters and daily experiences (e.g., express birthday wishes via videophone).

WL.ASLI.10.3 *Deaf-related Events or Activities*: Invite community members to participate in their ASL or Deaf-culture-related events sponsored by their schools (e.g., invite a member of the Deaf community to share experiences growing up as a Deaf individual).

WL.ASLI.11 ***LIFELONG LEARNING: Students show evidence of becoming life-long learners by using American Sign Language for personal enjoyment and enrichment by engaging in one-to-one conversations using ASL to access information about Deaf culture that will lead to lifelong learning experiences.***

WL.ASLI.11.1 *Diversity Awareness*: Plan imaginary travel to Eyeth (e.g., outline daily activities).

WL.ASLI.11.2 *Deaf Community Events*: Observe recreational activities that reflect Deaf culture (e.g., watch Deaf sports).

WL.ASLI.11.3 *Networking*: Attend an ASL storytelling event (e.g., attend a play at the school for the Deaf.).

WL.ASLI.11.4 *Career Possibilities*: Explore and describe career possibilities that require ASL in one-to-one conversations (e.g., interpreter, ASL specialist, Deaf education teacher).

WL.ASLI.11.5 *Knowledge of ASL and Deaf Culture*: Play instruments, sign songs, and play games that reflect Deaf culture (e.g., play the game Sign it!).

WL.ASLI.11.6 *Personal Enjoyment*: Use various media in ASL for personal enjoyment (e.g., view humorous skits and stories).