

# AMERICAN SIGN LANGUAGE II ESSENTIAL CURRICULUM

Theme	*Communication	Culture	Comparisons	Connections	Communities
<p style="text-align: center;"><b>Locating Things Around the House</b></p>	<p>~Ask/Respond to questions about the description and location of items in a house after giving a reason for the request</p> <p>~Take turns presenting and requesting/following directions, commands, and requests, such as asking for permission</p> <p>~Participate in discussions of unfamiliar topics by requesting clarification as needed and responding appropriately (using yes/no and <i>wh</i>-questions)</p> <p>~Give examples/ demonstrate each of the parameters of ASL (i.e., handshape, location, movement, palm orientation, and non-manual signs)</p>	<p>~Identify the cultural importance of eye contact in Deaf communication</p> <p>~Explain the importance of ASL stories in the Deaf community</p> <p>~Explain practices of the Deaf community such as wearing solid or less distracting clothes, minimal nail polish, etc.</p>	<p>~Review topic/comment structure and inflections (e.g. HOUSE-big, HOUSE-small) and compare to spoken English</p> <p>~Show the use of the non-manual adverbs “<b>cs</b>”, “<b>puffed</b>”, and “<b>intense</b>” to represent time, as compared to spoken English</p> <p>~Compare the use of ASL storytelling to other cultures’ storytelling practices, including those used before written language was developed</p>	<p>~Explore storytelling practices in a variety of cultures before written language was developed</p> <p>~Use number signs for (0-109) and multiples of 100 to 1,000 to complete simple arithmetic problems</p>	<p>~Role play a situation in which an item is lost including the following:</p> <ol style="list-style-type: none"> <li>1. How you realized it was missing</li> <li>2. Where you looked</li> <li>3. How you found it</li> <li>4. Your reaction</li> </ol> <p>~View videotaped ASL stories, including ABC and one-handshape stories</p>

# AMERICAN SIGN LANGUAGE II ESSENTIAL CURRICULUM

Theme	Communication	Culture	Comparisons	Connections	Communities
<p><b>Complaining, Making Personal Suggestions &amp; Requests</b></p>	<p>~Ask/respond to questions about health, complaints, making suggestions and requests.</p> <p>~Tell about events, using the temporal aspects of verbs that are uninflected, have recurring inflection, and have continuous inflection (e.g. occurs once, occurs frequently vs. occurs continuously)</p> <p>~Present/respond to commonly finger-spelled words such as products, brands, names, places, and words that have no signs</p>	<p>~Explain visual rhythms such as various deaf cheers, signed songs, etc., including traditional and translated</p>	<p>~Compare visual rhythms used by the Deaf community to the auditory rhythms used by the hearing community</p>	<p>~Make a presentation about a health topic in ASL</p> <p>~Explain historical events that have influenced the development of Deaf cultural values, such as attempts to eliminate the use of manual communication</p>	<p>~Role play situations involving requests, complaints and suggestions</p> <p>~Participate in the telling of a fairytale, such as <i>One Fine Day</i>, involving requests and conditions</p> <p>~Participate in Deaf Cultural events by viewing visual rhythms such as deaf cheers, signed songs, etc., both traditional and translated</p>

# AMERICAN SIGN LANGUAGE II ESSENTIAL CURRICULUM

Theme	Communication	Culture	Comparisons	Connections	Communities
<p><b>Exchanging Personal Information: Life Events</b></p>	<p>~Ask/respond to questions regarding nationality and life events</p> <p>~Give a short autobiography of one’s life using clear transitions to show the end of one event and the beginning of the next even</p>	<p>~Choose a cultural topic discussed in one of the biographical narratives and, after researching the topic, present a short report to the class (e.g. higher educational opportunities for the deaf, volunteer opportunities for the deaf such as the Peace Corp, Deaf communities in other parts of the world, deaf-blind populations, career opportunities for deaf people, etc.)</p> <p>~Discuss issues related to deaf/hearing family structures</p>	<p>~Compare residential schools for the deaf and local public schools</p> <p>~Compare individuals who are pre- and post-lingually deaf in terms of their linguistic development</p> <p>~Compare communication adaptations for low vision/blind deaf people vs. sighted deaf people</p> <p>~Compare deaf individuals who are raised in oral vs manual sign environments</p> <p>~Compare viewpoints on cochlear implants from deaf and hearing perspectives, including their use in young deaf children</p>	<p>~Use number signs for (0-119) to complete simple arithmetic problems</p> <p>~Make a timeline showing important dates in Deaf history</p>	<p>~View video on Deaf poetry</p> <p>~Communicate with a peer at a deaf school and request information regarding daily life at their school. Share the information with the class.</p>

\*National ASL Standards – [https://asлта.org/wp-content/uploads/2014/07/National\\_ASЛ\\_Standards.pdf](https://asлта.org/wp-content/uploads/2014/07/National_ASЛ_Standards.pdf)

# AMERICAN SIGN LANGUAGE II ESSENTIAL CURRICULUM

Theme	Communication	Culture	Comparisons	Connections	Communities
<p><b>Describing &amp; Identifying Things</b></p>	<p>~Describe &amp; identify objects using descriptive classifiers, instrument classifiers, reference points, perspectives and the non-manual markers “oo”, “mm” &amp; “cha”</p> <p>~Ask/respond to questions about words (objects) regarding how they look, how they are made or how they work</p> <p>~Introduce someone from another country, including their nationality some description of their background</p>	<p>~Watch a videotape about the history of TTY’s and answer questions regarding the history of TTY’s over the years</p> <p>~Explain the importance of storytelling in the Deaf community as a method of passing on culture</p>	<p>~Using a timeline, compare the use of repetition of the same sign and non-manual markers for different types of frequencies, (e.g., once a day, once in a while, often, never, etc.) vs using different words or phrases in English for each concept</p> <p>~Compare the practices for waking up in the morning for deaf and hearing people</p>	<p>~Identify the costs of objects in a store using money signs</p> <p>~Describe a science experiment using descriptive and instrument classifiers</p> <p>~Provide examples of the use of repetition for the creation of a cadence in children’s stories in ASL</p>	<p>~Create and present ASL/handshape/ number stories related to a personal experience</p>

# AMERICAN SIGN LANGUAGE II ESSENTIAL CURRICULUM

Theme	Communication	Culture	Comparisons	Connections	Communities
<b>Talking About the Weekend</b>	<p>~Ask/respond to questions regarding weekend events, leisure activities and sightseeing trips</p> <p>~Role play a situation in which plans are disrupted, including one's response</p> <p>~Tell a story about an event using element classifiers</p>	<p>~Describe the role of the interpreter, including the ethics involved</p>	<p>~Compare the accessibility to information while traveling for deaf and hearing people</p> <p>~Based on legends such as <i>The Deaf Spies of the Civil War</i>, compare the cultural value of solidarity in the Deaf community vs the hearing community</p>	<p>~Research Daniel Chester French, the sculptor of the Lincoln Memorial, Thomas Gallaudet/Alice Cogswell statues</p> <p>~Sign/identify 3 digit numbers from a specified set of numbers used in simple word problems</p> <p>~After viewing signed sentences containing one or two number signs, identify the numbers used and the topic to which they referred</p>	<p>~In small groups, research potential career opportunities that require ASL, e.g., interpreter, deaf/special education teacher, ASL specialist. Interview someone currently working in that capacity.</p> <p>~Visit a deaf art display such as one of French's statues, artwork at Gallaudet, etc.</p>