

AMERICAN SIGN LANGUAGE II ESSENTIAL CURRICULUM

COMMUNICATION

WL.ASLII.1 *INTERPERSONAL*: Students communicate in American Sign Language using two-way communication via face to face conversation or through technological means by conversing in small groups with the teacher and classmates on common topics.

WL.ASLII.1.1 *Feelings, Emotions*: Inquire about and share personal reactions to a variety of familiar contexts (e.g., going to the grocery store, first day of ASL class).

WL.ASLII.1.2 *Factual Information*: Share more factual information on topics related to people, places and things (e.g., teachers, cities)

WL.ASLII.1.3 *Preferences and Opinions*: Discuss and share thoughts and ideas with others on likes and dislikes, agreements and disagreements (e.g., school subjects, books, movies).

WL.ASLII.1.4 *Directions, Commands, and Requests*: Negotiate directions, requests, and demands in a simple way with peers in small groups (e.g., explain or clarify, accept or decline invitations).

WL.ASLII.1.5 *Maintain and Change Interpersonal Relationships*: Initiate and participate in casual exchanges with classmates (e.g., discuss past or future personal actions, make suggestions, offer advice).

WL.ASLII.1.6 *Knowledge of the World*: Ask and respond to questions to gain knowledge and clarify understanding (e.g., how the earth revolves around the sun, how our bodies work).

WL.ASLII.1.7 *Personal Enjoyment*: Discuss and analyze simple humor and ASL poems (e.g., favorite ASL fable, Deaf Tree joke).

WL.ASLII.1.8 *Face-to-Face Conversations In Person or Through Technological Means*: Discuss matters of personal importance (e.g., interview classmates about their memorable experiences).

WL.ASLII.1.9 *Backchannelling*: Demonstrate greater ability to recognize and respond to listener feedback during one-to-one conversation (e.g., correcting mistakes, resuming conversations).

WL.ASLII.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) by comprehending messages in small groups and through electronic means.

WL.ASLII.2.1 *Personal Information*: Respond using topic/comment structure when asked basic social questions (e.g., what the student likes to do for fun, favorite food, favorite spots).

WL.ASLII.2.2 *Directions, Commands, and Requests*: Follow simple directions (e.g., right, left, north, south).

- WL.ASLII.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.ASLII.2.4 *Grammatical Structures:* Demonstrate comprehension of basic ASL syntax by repeating the sentence (e.g., O-S-V, rhetorical, topic/comment).
- WL.ASLII.2.5 *Descriptions:* Demonstrate an understanding of basic descriptions, physical attributes, and surroundings by rephrasing (e.g., family, daily routines, surrounding environment).
- WL.ASLII.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.ASLII.2.7 *Main Ideas:* Comprehend main ideas in ASL narratives and stories (e.g., retell the main points of a short fairytale).
- WL.ASLII.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.ASLII.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.ASLII.3 PRESENTATIONAL: Students express ideas face-to-face or through the use of digital/technological means (e.g., videophone, vlog, and videos).

- WL.ASLII.3.1 *Presentation Preparation:* Express prepared short presentations (2 to 3 minutes) (e.g., describe self, people and places)
- WL.ASLII.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, weather).
- WL.ASLII.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.ASLII.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.ASLII.3.5 *Linguistics Features:* Identify and describe the meaning of basic selected classifiers (e.g., entity classifiers).

CULTURE

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

- WL.ASLII.4.1 *Common Practices and Perspectives of Deaf People*: Demonstrate principles of appropriate cultural norms in formal and informal settings (e.g., make introductions between Deaf and hearing peers).
- WL.ASLII.4.2 *Cultural Activities and Events*: Participate in appropriate cultural activities (e.g., practice rhythm using drums).
- WL.ASLII.4.3 *Culturally Based Behaviors Patterns in Deaf Culture*: Identify and describe simple culturally based behavior patterns of Deaf people (e.g., importance of eye contact).
- WL.ASLII.4.4 *Daily Activities of Deaf People and Contemporary Issues*: Examine expected social behaviors when interacting with mixed groups of Deaf and hearing individuals at Deaf events (e.g., hand waving to show enjoyment of entertainment).

WL.ASLII.5 PRODUCTS OF CULTURE: Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf Culture by comparing and analyzing beliefs, values, and attitudes reflected in products found in Deaf culture and other cultures.

- WL.ASLII.5.1 *De'VIA*: Identify and learn about the expressive products of Deaf culture, such as art and film (e.g., review simple films produced by Deaf filmmakers such as Peter Wolf)
- WL.ASLII.5.2 *ASL Literature*: Identify and learn about expressive products of culture, such as stories, poetry, literature, and explore the ways in which these products reflect the lifestyles and perspectives of Deaf people (e.g., narratives by Patrick Graybill)
- WL.ASLII.5.3 *Literature about Deaf People, History, and Deaf-related Events*: Recognize and identify famous Deaf people from the United States (e.g., Phyllis Frelich).
- WL.ASLII.5.4 *Tangible Deaf Culture*: Recognize familiar tangible products of Deaf culture (e.g., statues of Gallaudet and Cogswell on Gallaudet Campus).
- WL.ASLII.5.5 *Geographical Environment, Heritage, and Historical Events*: Study the different geographical environments in which Deaf live, and examine the impact of these environments on the lifestyles of various Deaf people.
- WL.ASLII.5.6 *Themes, Ideas, and Perspectives*: Identify, discuss, and analyze Sub-groups in Deaf community and their themes, ideas, and (e.g., experiences of Native American Deaf).

CONNECTIONS

WL.ASLII.6 MAKING CONNECTIONS: Students reinforce and further their knowledge of other disciplines (i.e., school subjects) through the study of American Sign Language by conversing in small groups with the teacher and classmates about other disciplines.

WL.ASLII.6.1 *Comparing a Variety of Topics:* Present live or recorded reports on topics being studied in other classes (e.g., importance of nutrition).

WL.ASLII.6.2 *Knowledge of Deaf World:* Describe the basic study of world history by studying the history of the Deaf world (e.g., French roots of the American Deaf community).

WL.ASLII.6.3 *School Subjects:* Demonstrate comprehension of short videos in ASL that relate to areas such as social studies, science, technology, or the arts (e.g., presentation on health).

WL.ASLII.7 ACQUIRING INFORMATION: Students acquire information and recognize distinctive viewpoints that are only available through American Sign Language and Deaf culture by conversing in small groups with the teacher and classmates about viewpoints of Deaf people.

WL.ASLII.7.1 *ASL Literature:* View and discuss ASL folk tales, short stories, and poems that have been developed for young people and passed down for generations (e.g., well-known humorous stories shared on video logs).

WL.ASLII.7.2 *Cultural Values:* Demonstrate an understanding of major events in Deaf history that have had profound influence on Deaf cultural values (e.g., materials on attempts to eradicate the use of ASL).

COMPARISONS

WL.ASLII.8 LANGUAGE COMPARISONS: Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language by conversing in small groups with the teacher and classmates comparing and contrasting ASL with English or another language.

WL.ASLII.8.1 *Phonology: Parameters (Handshapes, Palm Orientations, Locations and Movements)* Discuss the functions of ASL parameters (e.g., PAPER, NEW)

WL.ASLII.8.2 *Morphology: Inflections (Manners, Modulations, Degrees, and Temporal/Time Aspects):* Discuss the functions of inflections in ASL and students' language (e.g., HOUSE-small, HOUSE-big).

WL.ASLII.8.3 *Morphology: Non-Manual Markers:* Recognize and describe the correct non-manual signals that are distinctive to ASL (e.g., non-manual signals used by a Deaf storyteller).

- WL.ASLII.8.4 *Morphology: Timeline and Time Indicators:* Analyze simple non-manual adverbs to indicate time by using the “cs”, “puffed cheeks” and “intense” (e.g., RECENTLY-very [cs], LONG-TIME-AGO [puffed cheeks], DISTANT-FUTURE [intense]).
- WL.ASLII.8.5 *Morphology: Temporal Aspects:* Examine and discuss the use of “overtime” inflection which means “continually, regularly, or for a while” by using a repeated, circular movement (e.g., LOOK-over time).
- WL.ASLII.8.6 *Morphology: Incorporation of Numbers:* Explore the numeral handshape with location, movement, and orientation of signs for time line (e.g., THREE-DAY).
- WL.ASLII.8.7 *Morphology: Verb Inflections-Distributional Aspects:* Examine the meaning of “to all in a group” inflection by using a “sweep” of the hand in an arc and the eyes/head follow the sweep (e.g., ME-ASK-all-of-you).
- WL.ASLII.8.8 *Morphology: Plurality* Analyze and present plural nouns by repeating the noun itself (usually once) (e.g., RULE, HOUSE, MEANING).
- WL.ASLII.8.9 *Syntax: Questions (Yes/No, Wh-, Tag and Rhetorical Questions)* Examine all wh-questions by asking and answering them correctly (e.g., YOUR BIRTHDAY WHEN? WHY YOU BLUSH?)
- WL.ASLII.8.10 *Syntax: Sentence Types (Topic, Statement, Command, Conditionals, and Relative Clauses)* Observe and analyze commands (e.g., FINISH-YOU, TEASE-DOG, FINISH-YOU!).
- WL.ASLII.8.11 *Syntax: Negation and Assertion* Explore negating sentences by using a side-to-side headshake, frequently accompanied by a frown and sometimes a brow squint (e.g., as in ME-FEEL-headshake which means “I don’t feel well”).
- WL.ASLII.8.12 *Discourse: Register, Turn-taking, Listener’s Feedback, Specific-to-General-to-Specific Framework:* Demonstrate knowledge of turn taking skills (e.g., when the signer is getting close to finishing with head nod).
- WL.ASLII.8.13 *More Grammatical Features: Real World Orientation and Spatial Relationship and Absence, and Presence:* Explore and use appropriate locations in space for pronouns and nouns (e.g., MAN STANDING next-to CAR).
- WL.ASLII.8.14 *Grammatical Features: Compounds and Contractions:* Demonstrate knowledge of compound signs (e.g., EAT-MORNING means BREAKFAST).
- WL.ASLII.8.15 *Grammatical Features: Classifiers-Description, Location, Relationship, Functions, Elements, Tracing and Size, and Shape Specifiers, Entity, and Rules:* Examine and use descriptive classifiers when describing a person’s appearance and use of handle classifiers when holding an object (e.g., WOMAN SKINNY BLONDE HAIR; holding-PAINT-ROLLER).

WL.ASLII.8.16 *Noun and Verb Types*: Explore verbs with “single, uni-directional, hold” movement (e.g., PUT-ON-BRACELET-ON-wrist, SIT-ON-chair).

WL.ASLII.8.17 *Variations: Regional, Gender, Age, and Race*: Demonstrate mastery when providing examples of frequently known sign variations (e.g., men tend to sign bigger than women).

WL.ASLII.9 CULTURAL COMPARISONS: Students demonstrate understanding of the nature of culture through comparisons of American Deaf Culture and their own culture by...

WL.ASLII.9. *Patterns of Behavior and Interaction*: Identify the similarities and differences between schools for the Deaf and their own and their family life with other Deaf families (e.g., differences in attending a residential school and a neighborhood school).

WL.ASLII.9.2 *Practices and Viewpoints of Deaf Culture and Other Cultures*: Describe the relationship between cultural perspectives and practices, such as celebrations, work habits, and play by analyzing a few practices from Deaf culture and their own culture (e.g., clothing worn by Deaf people is often solid or darker colors, avoiding clothing with distracting designs).

WL.ASLII.9.3 *Uses of Gestures and Languages in Various Cultures*: Compare verbal and nonverbal behavior in activities among friends, classmates, family members, and teachers in Deaf culture and their own culture (e.g., expectations regarding the concept of “being on time”).

WL.ASLII.9.4 *Products of Different Cultures*: Examine the relationship between cultural perspectives and expressive products by analyzing selected products from Deaf culture and their own (e.g., perspectives between the ASL poem *To a Hearing Mother* with the poem *You have to Be Deaf To Understand* written in English).

COMMUNITY

WL.ASLII.10 ASL CLASS AND COMMUNITY: Students use American Sign Language within and beyond the school setting by conversing in non-classroom small groups with the Deaf community.

WL.ASLII.10.1 *Phonology: Parameters (Handshapes, Palm Orientations, Locations and Movements)*: Communicate with peers and other members of the Deaf community about daily life, various experiences, and special events (e.g., exchange video letters and emails about school and life with Deaf peers).

WL.ASLII.10.2 *Social Interaction*: Interact with ASL users in the Deaf community to learn about community relations and possible future career options (e.g., interview a person who uses ASL in their work and summarize the information).

WL.ASLII.10.3 *Deaf-related Events or Activities*: Invite community members to participate in community's ASL or Deaf-related events (e.g., provide ASL tutoring).

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

WL.ASLII.11.1 *Diversity Awareness*: Establish and/or maintain interpersonal relationships with ASL users (e.g., socialize with Deaf mainstreamed students).

WL.ASLII.11.2 *Deaf Community Events*: Attend cultural events or social activities that reflect Deaf culture (e.g., ASL storytelling festivals).

WL.ASLII.11.3 *Networking*: Students exchange information about topics of personal interest with ASL users (e.g., use a videophone to communicate with others).

WL.ASLII.11.4 *Career Possibilities*: Explore and describe career possibilities that require ASL in small groups (e.g., interpreter, ASL specialist, Deaf education teacher).

WL.ASLII.11.5 *Knowledge of ASL and Deaf Culture*: Engage in activities related to personal interests gained from exposure to ASL and Deaf culture (e.g., create ABC, handshape, and number stories).

WL.ASLII.11.6 *Personal Enjoyment*: View and practice using materials and/or media in ASL for enjoyment or personal growth (e.g., stories from online archives).