



This American Sign Language Curriculum is designed to assist teachers in planning, developing and implementing a 1-5 grade level ASL language arts program to further develop our students' natural language, ASL. This curriculum is meant to serve as a spiraling guide building on foundations in specific strands to fully develop a fluent and appreciative ASL signer. Strands are backed by specific standards in each grade level with suggested activities to achieve expectations. We invite you to delve into this curriculum and give feedback at any time.

ASL Curriculum

This ASL curriculum is composed of three parts, an overview of the 8 strands, grade level descriptions, and recommended activities and resources applicable to each strand.

Encompassed in the overview are the 8 strands: ABC/Number/Handshape stories, Classifiers and Handshapes, Discourse, Grammatical Features, Literature Analysis, Poetry, Presentation, and Storytelling. Most strands are categorized into two parts: receptive and expressive. The receptive aspect includes viewing and attending of various videos and live presenters. The expressive aspect includes students demonstrating, creating, responding, and presenting in ASL.

Strand Descriptions

ABC/Number/Handshape Stories- Students will have the opportunity to view and create different forms of these stories.

Classifiers and Handshapes- Students will understand and apply knowledge of how to manipulate classifiers and handshapes to enhance their academic use of ASL.

Discourse- Through social and academic settings, students will learn appropriate conversational behaviors.

Grammatical Features- Students will apply metalinguistic awareness to ASL by identifying and expressing elements of ASL grammar.

Literature Analysis- Students will analyze, interpret and critique ASL literature for story element features.

Poetry- Students will analyze, critique and create poetry.

Presentation- Students will demonstrate effective presentation techniques through assigned topics.

Storytelling- By applying knowledge of story elements and features, students will appreciate and create stories.

Strands	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<u>VOCABULARY</u> -Sign Choice -Lexicalization -Semantics	Voc1.1V Exposure to lexicalized signs Voc1.2V Understand the meaning of adjective/adverb modifiers	Voc 2.1V Recognize lexicalized signs. Voc2.2V Identify adjective/adverb modifiers in stories	Voc 3.1V Analyze adjective/adverb modifiers in stories	Voc 4.1V Compare the use of adjective/adverb modifiers in stories	Voc 5.1V Evaluate the use of adjective/adverb modifiers in stories
	Voc 1.1S Use conceptually appropriate signs and classifiers Voc 1.2S Use adjective/adverb modifiers to describe a person or object	Voc 2.1S Develop adjective/adverb modifiers Voc 2.2S Create a story using adjective/adverb modifiers	Voc 3.1S Manipulate adjective/adverb modifiers for elaboration	Voc 4.1S Explain why the choice of adjective/adverb modifier is appropriate for the story.	Voc 5.1S Replace adjective/adverb modifier to expand the meaning of a story
<u>GRAMMATICAL FEATURES</u> - Structure -Classifiers -Non-Manual Signals -Role-Shifting -Sentence Types -Eye Gaze	GF1.1V a variety of ASL signing materials GF1.1S Analyze how non-manual signals (NMS) can change the meaning of a sign GF 1.2S Analyze tone and degree of facial expression and body language GF 1.3S Use simple classifiers to describe people, places and things GF 1.4S Exposure to the 5 parameters of ASL (handshape, location, movement, palm orientation and facial expression)	GF2.1V a variety of ASL signing materials GF 2.1S Exposure to rhetorical questions, negation and conditionals GF 2.2S Analyze features of signs GF 2.3S Identify how movement and directionality can impact meaning in classifiers GF 2.4S Develop and maintain eye gaze for different purposes GF 2.5S Identify the 5 parameters of ASL	GF3.1V a variety of ASL signing materials GF 3.1S Use and apply knowledge of rhetorical questions, negation and conditionals GF 3.2S Manipulate classifiers for effect and purpose; locative and descriptive GF 3.3S Know and explain the 5 parameters of ASL	GF4.1V a variety of ASL signing materials GF 4.1S Analyze idioms and phrases GF 4.2S Understand and interpret signs with multiple meanings GF 4.3S Analyze functions of classifiers	GF5.1V a variety of ASL signing materials GF .1S Understand and explain the figurative and metaphorical use of signs in context GF 5.2S Manipulate classifiers for perspective, viewpoint, point-of-view (POV)
	<u>DISCOURSE</u> -Eye Contact -Turn-Taking -Register -Topicalization -Colloquialisms	D1.1V Attend to various signers in a variety of settings with prompts D1.1S Develop turn-taking skills	D2.1V Attend to various signers in a variety of settings independently D 2.1S Engage in multi-topic conversations	D 3.1V Develop self monitoring D 3.1S Recognize and use feedback cues from others	D 4.1V Participate in a large group multi-layered conversations D 4.1S Use appropriate register in a variety of settings

<p>-Feedback -Carrying On</p>	<p>D 1.2S Use appropriate attention-getting techniques D 1.3S Stay on topic when signing D 1.4S Developing eye contact for different purposes</p>	<p>D 2.2S Recognize colloquialisms (informal conversational cues) D 2.3S Use feedback features (OIC, head nodding, etc.) D 2.4S Develop and maintain eye contact for different purposes</p>	<p>D 3.2S Recognize informal vs. formal registers D 3.3S Use and understand appropriate topicalization including constructed dialogues</p>	<p>D 4.2S Use colloquialisms</p>	<p>D 5.2S Demonstrate mastery of discourse features (including constructed dialogue)</p>
<p>PRESENTATION</p>	<p>P1.1 V a variety of presentations: Narrative Informative Expository Creative (story, poem, play) Response to Literature</p>	<p>P2.1 V a variety of presentations: Narrative Informative Expository Creative (story, poem, play) Response to Literature</p>	<p>P3.1 V a variety of presentations: Narrative Informative Expository Creative (story, poem, play) Response to Literature</p>	<p>P4.1 V a variety of presentations: Narrative Informative Expository Creative (story, poem, play) Response to Literature</p>	<p>P5.1 V a variety of presentations: Narrative Informative Expository Creative (story, poem, play) Response to Literature</p>
	<p>P1.1S Use pictorial/heading cues</p>	<p>P 2.1S Use heading cues</p>	<p>P3.1S Develop and use cues independently P3.2S Use fingerspelling to clarify proper nouns</p>	<p>P4.1S Adapt for audience; include multimedia</p>	<p>P5.1S Include basic citations and references; enhance presentation techniques</p>
<p>LITERATURE PRODUCTION</p>	<p>LP1.1V guest storytellers LP1.2 V stories through a variety of media Identify types of storytelling</p>	<p>LP2.1V guest storytellers LP2.2 V stories through a variety of media Identify types of storytelling</p>	<p>LP3.1V guest storytellers LP3.2 V stories through a variety of media Identify types of storytelling</p>	<p>LP4.1V guest storytellers LP4.2 V stories through a variety of media Identify types of storytelling</p>	<p>LP5.1V guest storytellers LP5.2 V stories through a variety of media Identify types of storytelling</p>
	<p>LP1.1S Create a story including sensory details LP 1.2S Create 1 or 2 handshape stories</p>	<p>LP 2.1S Create themed handshape, number and ABC stories LP 2.2S Use tempo and speed of signing to match a variety of story elements LP 2.3S Create a story that follows logical sequence with significant details</p>	<p>LP 3.1S Create and edit stories and poems</p>	<p>LP 4.1S Create stories with consideration of audience and purpose LP 4.2S Edit stories with the use of technology (camcorders, editing equipment)</p>	<p>LP 5.1S Edit stories independently with the use of technology LP 5.2S Use cinematic techniques in stories LP 5.3S Compose thematic poems for a variety of contests</p>

<p>LITERATURE ANALYSIS</p> <p>-ABC Stories</p> <p>-Number Stories</p> <p>Handshape Stories</p> <p>-Poetry</p>	<p>LA1.1V View stories and poems</p>	<p>LA 2.1V View multicultural stories and a variety of genres</p>	<p>LA 3.1V View stories in narrative and expository forms</p> <p>LA 3.2V Identify elements of poetry</p>	<p>LA 4.1V View multicultural fables, myths, legends and fairytale stories</p> <p>LA 4.2V View poems with specific themes</p>	<p>LA 5.1V View historical and cultural stories</p> <p>LA 5.2V View types of presentations; persuasive, expository, and descriptive</p> <p>LA 5.3V Identify features from master poets, storytellers and presenters</p>
	<p>LA 1.1S Retell for comprehension using appropriate sequencing of story and poem</p> <p>LA 1.2S Identify plot, setting and character</p> <p>LA 1.3S Identify handshapes in poetry and stories</p> <p>LA 1.4S Make personal connections/ experiences to the story</p>	<p>LA 2.1S Compare and contrast stories</p> <p>LA 2.2S State the cause and effect of a story</p> <p>LA 2.3S Identify location and movement</p> <p>LA 2.4S Experiment with rhythm and pace</p> <p>LA 2.5S Retell simple poems</p>	<p>LA 3.1S Identify forms of literature, literary elements, structural features and determine underlying themes within stories</p> <p>LA 3.2S Teacher-guided editing process</p>	<p>LA 4.1S Describe the structural differences/ patterns</p> <p>LA 4.2S Make/confirm predictions, identify motives/ perspectives/ traits of characters</p> <p>LA 4.3S Use figurative language</p> <p>LA 4.4S Analyze and recite poetry</p> <p>LA 4.5S Peer Editing</p>	<p>LA 5.1S Logical fallacies in discourse</p> <p>LA 5.2S Function and effect of literary devices</p> <p>LA 5.3S Identify conflicts/ resolutions</p> <p>LA 5.4S Interpret and critique</p> <p>LA 5.5S Content-based stories</p> <p>LA 5.6S Self Editing</p>

<p>Cultural Norms</p>	<p>How to walk through a conversation</p> <p>Get rid of object when it is in your way</p> <p>Where should the other presenter look when his/her partner is presenting</p> <p>Avoid blocking other's view in a group setting</p> <p>Notify when obstacles are getting in the way</p> <p>Attention getting techniques</p> <p>Proper touching techniques to communicate</p> <p>Third party communication</p> <p>Interpreting/repeating for others</p>
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