

American Sign Language – Level 2

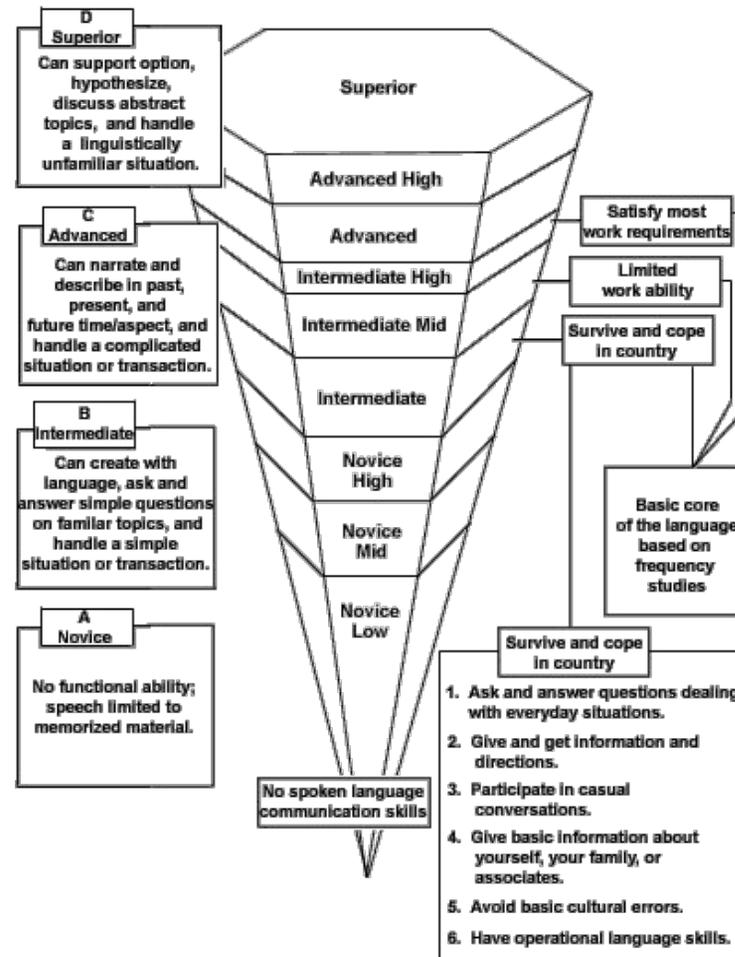
American Sign Language 2

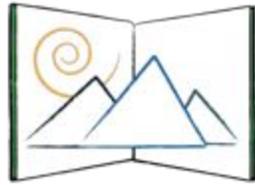
Course # 4171

This course is designed to continue development of American Sign Language (ASL) skills with primary focus on refining the use of basic ASL sentence types. Pronominalization, classifiers, spatial referencing, pluralization, and temporal and distributional aspects are introduced. Students will learn routine communicative functions of the language: asking, requesting, providing clarification, giving and asking for directions. Information about the Deaf Community, History, and Culture will be included.

Prerequisite: ASL I with a grade of "C" or better, or equivalent and permission of ASL Teacher.

Interrelationship of the Five Program Goals





CANYONS

School District

Pre-Unit	
<p>Theme: Reviewing Units 1 - 6</p>	<p><u>Essential Questions:</u></p> <p><u>Vocabulary:</u> ASL 1 Units 1 - 6</p> <p><u>Structure:</u> ASL 1 Units 1 - 6</p> <p><u>Culture:</u> ASL 1 Units 1 - 6</p> <p><u>History:</u> Deaf History Timeline Ancient Times - The Golden Years</p> <p><u>Resources:</u> Master ASL! Units 1 - 7 Signing Naturally 1 - 6</p>
<p>Core Standards: Novice-Mid (NM)</p>	

Unit 7

Theme: Sports and Activities

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
Receptive	Interactive	Expressive
<p>I can understand the main idea in a short video advertisement about an upcoming Deaf event..</p> <p>I can identify some familiar words in various types of activities.</p> <p>I can understand when people talk about sports in the Deaf Community.</p> <p>I can find and use information about an event I would like to attend.</p>	<p>I can have a simple conversation about activities I enjoy doing.</p> <p>I can say what I like and don't like about sports and ask others their opinion.</p> <p>I can ask and answer questions about activities going on..</p> <p>I can tell someone about a type of activity and ask his/her opinion.</p> <p>I can respond to a video message to get/give basic information about an upcoming sporting event in the Deaf Community.</p>	<p>I can tell what I like and do not like to do regarding playing and watching sports.</p> <p>I can tell why I like and don't like the a certain sport.</p> <p>I can describe different activities.</p>

Essential Questions:

Does practice make perfect: What role does accuracy play in communications? (communication)

What does folklore tell us about similarities and differences in attitudes and values? (culture)

How do people, time and place affect language and culture? (culture)

Which strategies for learning a world language support learning in other content areas? (connections)

How do social interactions and personal interactions differ among cultures? (comparisons)

How does knowing another language make a difference in the way we connect with others? (communities)

Vocabulary:

- Sports
- Activities
- Time Signs
- Opinions

Structure:

- Five Parameters of ASL
- Depicting Verbs (classifier skills)
- Past, Present, and Future tense
- Rule of 9 (Review)
- Asking Questions (Review)

Culture:

Different types of ASL Lit
Deaf Clubs
Deaf Sports

National Fraternal Society

History:

The Dark Ages (1880, AGBell, Milan)

- Prezi
- [Lesson Plan](#)

Storytelling:

Resources:

MASL Unit 6

Signing Naturally

**Core Standards:
Novice-Mid (NM)**

INTERPRETIVE: Watch a video advertisement about an upcoming Deaf event. Identify key information.

INTERPERSONAL: Discuss preferences in sporting events and make plans to attend a Deaf sporting event.

PRESENTATIONAL: In a presentation, compare popular activities/sports/athletes in the target culture with you culture.

Unit 8

Theme: Daily Routines

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
Receptive	Interactive	Expressive
<p>I can understand when someone describes his/her activities and routines.</p> <p>I can understand a message about someone's daily activities and routines.</p> <p>I can understand when I read something telling me what needs to be done on a daily basis.</p>	<p>I can ask and answer simple questions about daily routines and activities and day-to-day activities.</p> <p>I can describe what I do daily in conversations and understand other people's descriptions in conversation.</p>	<p>I can sign about what I have to do at school, work, and/or home on a regular basis.</p> <p>I can describe what I do daily in a video message.</p>

Essential Questions:

Why are words alone not sufficient for meaningful communication? (communication)

How does knowledge and understanding of other languages support the ability to understand concepts in other content areas and make connections with other disciplines? (connections)

How does an understanding of the nature and construct of another language inform us about our own? (comparisons)

What evidence do we see that language and meaning do not transfer directly from one language to another? (comparisons)

Vocabulary:

- Daily Routines
- Daily Activities
- Hygiene & Personal Care
- Every - time signs
- Chores
- How often (Never, Sometimes, Rarely, Always)

Structure:

- Noun-Verb pairs
- Spatial Organization
- Temporal Aspect

Culture:

- Turn taking strategies
- Sign Language Continuum
- RID
- National Theatre for the Deaf

History:

A League of Their Own

- Prezi
- [Lesson Plan](#)

Resources:
MASL Unit 7

Core Standards:
Novice-Mid (NM)

INTERPRETIVE: Watch a video of a Deaf person describing their daily routine and identify key information.

INTERPERSONAL: Interview a person about their daily routine and express similarities and differences.

PRESENTATIONAL: Give a presentation about your or someone else's daily routine.

Unit 9

Theme: Describing Myself & Others

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
Receptive	Interactive	Expressive
<p>I can identify people when given a physical description.</p> <p>I can understand when someone describes him/herself and someone else.</p> <p>I can understand simple questions about myself and someone else.</p> <p>I can understand video advertisements describing clothing.</p>	<p>I can point someone out in a crowd for someone to identify.</p> <p>I can answer questions about physical characteristics.</p> <p>I can ask questions to find out characteristics about someone else.</p> <p>I can communicate with a salesperson while shopping - answering and asking questions about my preferences, items I'm looking for, sizes, and colors.</p>	<p>I can describe a person's appearance and clothing in detail using the correct descriptive classifiers.</p> <p>I can describe myself including my physical characteristics.</p> <p>I can describe someone else including their physical characteristics.</p> <p>I can talk about my style.</p>

Essential Questions:

Do social and academic contexts influence modes of communication?

Does language reflect the values and attitudes of its people?

How do people, time and place affect language and culture?

How does knowing another language make a difference in the way we connect with others?

Vocabulary:

- Colors
- Clothing and accessories
- Hair styles
- Identifying features
- Ethnicities
- Personality Traits

Structure:

- Order of descriptions (gender, ethnicity, height, body type, face/hair eyes)
- Non manual signals for sizes and textures
- Descriptive classifiers

Culture:

- Difference in acceptability of descriptions
- Name signs (descriptive vs. arbitrary)
- Ethnicity signs changing over time (ie. Asian signs)
- Using deixis (pointing) is okay in Deaf culture
- ADA
- Captioning

	<ul style="list-style-type: none"> ● Rochester Technical Institute <p>History: The Age of a New Dawn</p> <ul style="list-style-type: none"> ● Prezi ● Lesson Plan <p>Resources:</p> <ul style="list-style-type: none"> ● Signing Naturally Unit 7 (New version - Unit 7, Old version - Unit 8) ● Master ASL! Unit 7 & 8 ● “The Deaf Community in America” by Melvia M. Nomeland & Ronald Nomeland
<p>Core Standards: Novice-Mid (NM)</p>	<p>INTERPRETIVE: Listen to or watch a description of a person and identify him/her.</p> <p>INTERPERSONAL: Ask and tell about someone else’s and your physical characteristics and clothing style.</p> <p>PRESENTATIONAL: Describe someone else in detail.</p>

Unit 10

Theme: My Home & Community

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
Receptive	Interactive	Expressive
<p>I can understand descriptions of a neighborhood.</p> <p>I can understand time signs.</p> <p>I can understand the description of a restaurant or other building.</p>	<p>I can ask for the time.</p> <p>I can ask for directions to a specific place.</p>	<p>I can give signs for names and types of businesses.</p> <p>I can form clock numbers correctly.</p> <p>I can give directions to places.</p> <p>I can inform others as to why I am absent or tardy.</p>

Essential Questions:

- What do you need to be able to do in another language to communicate?
- How do people, time and place affect language and culture?
- How does knowledge and understanding of other languages support the ability to understand concepts in other content areas and make connections with other disciplines?
- Why is it important to be able to access primary information?
- What insights about the structure of the native language does learning a world language provide? (Why do they say or write it that way? Why can't they say or write it our way?)

Vocabulary:

- Transportation
- Directions
- Buildings/Downtown
- Locations around town (grocery store, post office, hotel, hospital, bank..etc.)
- Types of housing
- Time

Structure:

- Using CL: Claw with spatialization
- Using CL: 3 for vehicles using CL: 1 for person
- Use visual spatialization of places
- Eye gaze
- Non-manual markers for distance
- Real-world orientation/Signer's perspective

Culture:

- Deaf driving
- Deaf Theatre

	<ul style="list-style-type: none"> ● Deaf Technology and its Impact on Culture <p>History: The Speaking Out Ages</p> <ul style="list-style-type: none"> ● Prezi ● Lesson Plan <p>Resources:</p> <ul style="list-style-type: none"> ● Signing Naturally Unit 9 (New version - Unit 9, Old version - Unit 7) ● Master ASL! Unit 9 ● “The Deaf Community in America; History in the Making”
<p>Core Standards: Novice-Mid (NM)</p>	<p>INTERPRETIVE: Watch directions to a location on a map. Identify the destination.</p> <p>INTERPERSONAL: Discuss interests and make recommendations of what to do in your community.</p> <p>PRESENTATIONAL: Give a presentation to people who have a particular interest about places in your community that they may want to visit.</p>

Unit 11

Theme: Let's Eat!

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
Receptive	Interactive	Expressive
<p>I can understand money signs.</p> <p>I can understand some of what people sign about food.</p>	<p>I can ask how much something costs.</p> <p>I can ask for and understand basic information about the menu.</p> <p>I can talk about what the food is like.</p> <p>I can ask for what I need in a restaurant/grocery store.</p>	<p>I can identify a variety of foods.</p> <p>I can talk about a restaurant and its menu.</p> <p>I can give my preferences and recommendations of what to order in a restaurant.</p> <p>I can describe what I like to eat at different meals.</p>

Essential Questions:

What do you need to be able to do in another language to communicate? (communication)

In what ways do different audiences require the use of different levels of language? (communication)

How does learning a second language broaden our knowledge base of world issues? (connections)

What are the unique elements of our own culture? (comparisons)

Vocabulary:

- Money
- Food
- Physical qualities
- Personal qualities

Structure:

- Descriptive Classifiers

Culture:

- Eating Out at a Restaurant

History:

The Age of Technology

- Prezi
- [Lesson Plan](#)

Resources:

- Signing Naturally Unit 10 (Old and new versions are the same)
- Master ASL! Unit 8
- "The Deaf Community in America; History in the Making" pg 182 - 187 & pg 171 - 174

Core Standards:
Novice-Mid (NM)

INTERPRETIVE: Watch a signed description of a food item or menu. Identify key concepts and vocabulary.

INTERPERSONAL: Interview a classmate about food preferences. Order food from a server.

PRESENTATIONAL: Create a menu and describe it.