

**EAST ISLIP SCHOOL DISTRICT**  
**WORLD LANGUAGE DEPARTMENT'S CURRICULUM CONSENSUS MAP**  
**High School: American Sign Language II**

Topic		Receptive/ Expressive Comprehension (Listening/Speaking)	Vocabulary	Culture	Grammar
<b>Unit 1</b>	<b>Food</b>	<p>Favorite Food you what?            Favorite Fruit, Vegetable?            Favorite Drink you what?            Restaurants you like? Recipe looks like what? Ingredients include 1. Person who cooks in house?            Food you eat every day.            Roleplaying a scene in a restaurant</p>	<p>Food, To eat, Drink, Steak, Hamburger, French fries, Potato, Pancakes, Waffles, To cook, and To bake.</p>	<p>*Deaf Friendly Restaurants around the USA            *How Deaf people go to restaurants /drive-thrus            *Deaf Awareness Projects</p>	<p>*Introducing listing/ordering in ASL when listing specific foods in ASL</p>
<b>Unit 2</b>	<b>School</b>	<p>“Me go (school type)(school level), school principal (name), this (each term/semester/quarter), me homeroom teacher (name), (each period) me take (classes/courses)(names of teachers). After school, me (clubs, organizations, athletics, other extracurricular activity).”</p>	<p>School, Grade, Junior, Senior, Math, Science, Biology, Globe, Bulletin board, Student, Teacher, Study, Calculus, Tutor, High school, and Elementary school</p>	<p>*Schools for the Deaf Projects            *Deaf President Now Protest/ Documeentary            *Understanding modes of communication in schools for the deaf.</p>	<p>*Review of all grammar from ASL 1            *ASL Gloss            *Signing Tasks being signed with more eye contact</p>



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<b>Unit 3</b>	<b>Traveling</b>	“Me want go (travel places), want do (travel activities). Me plan go (means of transportation)(places to stay)(fares and costs). Make plan (advertisements)(itinerary)(tim etables) (days and time).”	Traveling, Countries, Sightseeing, Flights, Hotels, Italy, Greece, Kayaking, Parasailing, Transportation, Packing, Suitcase, and vacation	*Understanding that when Deaf people travel they can't communicate in sign language  *No universal sign language  *Every country has its own sign  *Dream Vacation Signing Task power point	*ASL glossing  *Using shoulder shifting when comparing and contrasting  *Incorporating Listing/ordering when signing about vacation
<b>Unit 4</b>	<b>Parameters of ASL</b>	Understanding how a sign is broken down into 5 parts	No new vocab	No culture	Breaking down the 5 parts that make up a sign and being able to explain different signs in ASL by using these parts 1. Hand shapes 2. Palm Orientation 3. Location 4. Movement 5. Non-Manual Markings/Facial Expression



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<b>Unit 5</b>	<b>Interpreting</b>	Being able to breakdown and interpret a song in English into ASL	All Vocab learned thus far plus more	*Song interpretation in ASL is a way deaf people can relate to music  *Form of Deaf Art	Translating English to ASL and being able to interpret the true meaning behind what a song means
<b>Unit 6</b>	<b>Movies</b>	The student will be able to explain their favorite movie in detail using characters, plot etc.  The student will be able to receptively understanding random movies described and guess the movie	Movie, Character, Story Horror, Comedy, Documentary, Romantic, Actor, and actress	*Famous Deaf Actors/Actresses  *Watching Broadway Play performed in ASL (spring awakening)	*ASL Gloss  *Being able to explain and translate a movie in ASL
<b>Unit 7</b>	<b>Natural Environment/Wild Animals</b>	The students will be able to explain their Favorite animals, explain their natural environment in ASL.  The students will explain their favorite animals using details in ASL	Animals, Mountains, Valley, Grass, Tree, Rocks, Giraffe, Zebra, and lion	A LOT of Interpreting opportunities for a job can be when you visit a zoo or museum so it's important to know vocab related to animals and the natural environment	*ASL Gloss

