

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

| Topic | | Receptive/ Expressive Comprehension (Listening/Speaking) | Vocabulary | Culture | Grammar |
|---------------|-----------------------------|---|---|--|---|
| Unit 1 | Personal Information | “Hi my name (name), me (age)(nationality/ethnicity), born (places)(date), me (hearing status) (communication preferences), me now (grade level/class group).” | Name, Age, Alphabet, Numbers, Nationality, Ethnicity, Birthday, Months, Seasons, Holidays, Phone #, Email, Hearing, Deaf, Talking, and Sign | *Understand Deaf culture *Differences Between Capital “D” Deaf & lowercase “d” deaf *Every country has its own Sign Language *ASL is not English. | * ASL GLOSS -tool used in classroom to write in ASL (not the written form) * GRAMMATICAL STRUCTURE OF ASL: OBJECT-SUBJECT-VERB *Intro to non-manual markings (body movement) *Intro to facial expression *Intro to negation/positive statements (head nod & head shake) |
| Unit 2 | Family | “Me home (parents and siblings and significant others)(age, birthplace, moves). (Member of family) do (roles and responsibilities). (Member of family) activity (job, school, home). We do (common family activities). We (rapport among family members).” Identifying family members within your own and others | Mom, Dad, Sister, Brother, Grandma, Home, Marriage, Divorce, Date, To die, To have, To want, Dog, and Pets | *90% of Deaf kids are born into hearing families *Deaf families *Introduction to cochlear implants and Hearing aids | *Shoulder shifting in ASL (No articles) *Yes/No questions & WH Questions using non-manual markings (eyebrows going up & down) *using negation/positive statements when signing about family members |



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| Unit 3 | Personalities | Personality/characteristics of yourself, friends & family Opposites Explaining traits of certain characters Identifying personalities of famous people | Personalities, Characteristics, Chatterbox, Nosy, Smart, Beautiful, Nice, Annoying, Strong, Weak, Immature, Mature, Lazy, and Motivated | *characteristics of Deaf people *labeling/identifying Deaf | *ASL glossing *Using shoulder shifting when stating opposites |
| Unit 4 | PERSONAL ENVIRONMENT AND ACTIVITIES | Favorite Sports me, hobbies I what do, music I like, weekend activities I what do? Daily activities, Days of the week | Sports, Basketball, Baseball, Soccer, Activities, Homework, College, Shopping, Socializing, Sleeping, Texting, Reading, Writing, Mon-Friday and time. | *Famous deaf athletes *How baseball and football were forever changed because of Deaf athletes (hand signals & huddle) *accommodations when deaf people attend restaurants, school movies etc. | *ASL glossing *using negation/positive statements when signing about sports, music & activities *Rule of 9 using Time (# incorporation using the numbers 1-9 only when incorporating time i.e. 9 weeks =9weeks 15 weeks = week 15 *adding TIME to grammatical structure of ASL TIME-OBJ-SUBJ-VERB |



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| Unit 5 | Describing Physical Characteristics | “Me (height)(weight)(hair features and colors)(facial features and shapes)(body shape)(disabilities). | Hair, Eyes, Asian, Fat, Skinny, Built, Male, Female, Chinese, Goatee, Mustache, Braids, and bald. | *Controversy between cochlear implant & hearing aids *Deaf for a Day Project* *Deaf identities *Deaf identity crisis *Song interpretation project | *Describing in ASL Order: <ol style="list-style-type: none"> 1. Gender 2. Ethnicity 3. Height 4. Weight 5. Hair 6. Eye Color 7. Clothing *Eye Gazing in ASL |
| Unit 6 | Shopping | My favorite clothes (description of clothes and jewelry). Me (character)(likes and dislikes) “Me (need and want), want buy(items)(measurements). Look (advertisement) for (store type and name), costs (price), and it’s (quality). Go (store type and name), (buy).” | Necklace, Earrings, Shops, Malls, Shirt, Shorts, Heels, Bags, Shoes, Boots, Price, Cost, Dollars, Cents, Buy, and sell . | *Accommodations to Deaf who go into stores | *Dollar Twist –using rule of 9 when incorporating money |
| Unit 7 | Jobs/Occupations | Job you what? Job parents what do? Future job what? College go where? | Cop, Teacher, Artist, Doctor, Work, and College | *Job opportunities for Deaf *ADA (Americans with Disabilities Act) | *ASL Gloss *Grammatical Structure of ASL |

