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## Teaching American Sign Language as a language other than English: Level II curriculum

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**Teaching American Sign Language as a Language Other Than English:  
A Level II Curriculum**

By  
Anita R. Flannagan

Advisor:  
Dr. Gerald Bateman, Department of Master of Science Program in Secondary  
Education of Students Who are Deaf or Hard of Hearing, National Technical  
Institute for the Deaf, Rochester, New York

July 11, 2001

Teaching American Sign Language as a Language Other Than English:  
A Level II Curriculum

Master's Project

Submitted to the Faculty

Of the Master of Science program in Secondary Education  
of Students who are Deaf or Hard of Hearing

National Technical Institute for the Deaf  
ROCHESTER INSTITUTE OF TECHNOLOGY

By

Anita R. Flannagan

In Partial Fulfillment of the Requirements  
for the Degree of Masters of Science

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Approved: \_\_\_\_\_  
(Dr. Gerald Bateman, Project Advisor)

\_\_\_\_\_  
(Dr. Gerald Bateman, Program Director)

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## Overview

This curriculum is designed for teaching a full school year of ASL Level II as a foreign language course at the high school level. The unit plans in this curriculum have been derived from the New York State's checkpoints or guidelines for teaching ASL as a foreign language.

Each unit plan contains objectives for both the students' receptive and expressive skills, knowledge of Deaf culture/history, various options or suggestions for assessment, evaluation, resources and materials. Also included are New York State's communication sub-topics and functions as outlined in New York State's checkpoints for teaching ASL.

ASL teachers may use this curriculum as a guideline or checklist in order to ensure that they have covered New York State's checkpoints while creating lesson plans.

Additionally, ASL teachers have the option of following this curriculum in its sequential order or modifying it to meet the needs of their students however, because ASL is a visual language, it is strongly recommended that ASL teachers using this curriculum teach students ASL without the use of voice.

A list of teaching materials are suggested in this curriculum however, ASL teachers are expected to find additional teaching resources such as books, videotapes or websites that fit each unit and assign homework accordingly.



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ASL Level II Curriculum

<u>Unit Number/Name</u>	<u>Week Number(s)</u>	<u>Deaf Culture Topics</u>
#1 Making Requests	1-4	Deaf Communities
#2 Family/Occupations	5 - 7	Deaf in Deaf Families Deaf in Hearing Families
#3 Attributing Qualities to others	8 - 12	Deaf Culture Lecture Series: 8B-MJ Bienvenu Rochester Method
#4 Talking about Routines	13 - 18	8D-Paul Johnston
Mid year review	19 - 20	
#5 Talking about the Weekend	21-24	8F-Dennis Schemenauer
#6 Exchanging Personal Information	25-30	Deafness in other countries 8G-Patrick Graybill
#7 Cumulative Review #1-6	30-33	
#8 Review	34 & 35	

## ASL II Curriculum

### **Unit 1 Objectives: Making Requests**

#### **Receptive:**

##### **Students will be able to:**

1. react to the reason(s), complaint(s) or request(s) signed.
2. comprehend to the questions asked, which, what or where.
3. be able to identify problem and solutions from a signed passage.
4. demonstrate comprehension of how much an item costs.
5. understand the difference between spatial, plain and inflict verbs.

#### **Expressive:**

##### **Students will be able to:**

1. sign reasons or complaints and make requests.
2. ask for clarification (which, what or where)
3. acknowledge and perform the request to another person.
4. give commands involving adjustments or rearrangements of furniture or objects in the room.
5. describe or give directions as to where to put objects in specific locations.
6. sign the cost of various items appropriately.
7. use spatial and inflecting verbs using a topic/comment sentence structure.
8. use appropriate facial expressions when using "NOT-YET, NOT
9. FINISHED and WAVE-NO signs.
10. uses role-shifting when appropriate.



**Unit 1 Objectives:  
Making Requests**

**Knowledge of Deaf Heritage**

**Students will be able to:**

1. use culturally appropriate responses to requests
2. recognize and explain how the following influential people overcame their deafness:
  - Alice of Battenburg
  - Ludwig van Beethoven
  - James "Deaf" Burke
  - Laurent Clerc

**Assessment/Evaluation:**

Receptive and/or expressive evaluation on students' expressive and receptive skills as stated in unit objectives (have students do role play & skits)

Receptive/expressive vocabulary assessments (quizzes) throughout unit

Informal performance based observations

Final unit assessment

**Resources/References/Materials:**

Usage of teacher developed materials

Picture transparencies of objects found in a room (can be copied from Vista Signing Naturally Level I p.201-215 or from computer software)

Usage of actual objects in classroom

Explanation of dialogue format & suggested vocabulary (Vista Signing Naturally Level I p. 182-200)

Movers & Shakers Text (p. 1-26)

**New York Communication Sub-topics**

House and home

Available Leisure time

Activities

**New York State Functions**

Providing and obtaining information about needs and wants

Expressing personal feelings and opinions about events

Making requests, following directions, thanking and apologizing.

Greet and take leave of others

Asking for clarification

Giving directions

(Estimate 4 weeks)

**Unit 2 Objectives:**  
**Talking about Family and Occupations**

**Receptive:**

**Students will be able to:**

1. demonstrate comprehension of age numbers and rank order of siblings, children, and grandchildren...
2. identify who is being talked about
3. demonstrate understanding of relationship status and/or type of occupation
4. demonstrate recognition of pronouns; us-2, they2...
5. recognize past and present sentence structures.
6. count up to 98

**Expressive:**

**Students will be able to:**

1. ask who someone is and how old he/she is.
2. tell about an acquaintance or someone and the person's age.
3. tell age and rank of siblings and give information about them using listing principle.
4. ask what work a person does.
5. describe one's occupation
6. sign numbers 67-98
7. carry on a conversation about family, telling about family and occupations

**Unit 2 Objectives:**  
**Talking about Family and Occupations**

**Knowledge of Deaf Heritage**

**Students will be able to:**

1. use culturally appropriate responses to family life
2. recognize and explain how the following influential people overcame their deafness:
  - Joachim Du Bellay
  - Thomas Alva Edison
  - Juan Fernandez

**Assessment/Evaluation:**

Receptive and/or expressive evaluation on students' expressive and receptive skills as stated in unit objectives

-students will do a skit telling about his/her family using ranking principle, telling age, relationship, person's status or occupation

Receptive/expressive vocabulary assessments (quizzes) throughout unit

Receptive assessment on numbers

Informal performance based observations

Final unit assessment

**Resources/References/Materials:**

Usage of teacher developed materials

Picture transparencies of family, occupations or the workplace (can be copied from Vista Signing Naturally Level I p.235-251 or from computer software)

Explanation of dialogue format & suggested vocabulary (Vista Signing Naturally Level I p. 219-234)

Movers & Shakers Text (p. 31-44)

**New York Communication Sub-topics**

Personal identification

Family life

Earning a living

Deaf Culture and community

**New York State Functions**

Providing and obtaining information about family & relationships

Providing and obtaining information about occupations

Counting and using numbers

(Estimate 3 weeks)

**Unit 3 Objectives:**  
**Attributing Qualities to Others**

**Receptive:**

**Students will be able to:**

1. comprehend information or opinions given to them and respond appropriately.
2. understand a brief description of physical appearance or actions using personality vocabulary given to them.
3. recognize when role shifting is used and comprehend information given at the same time.
4. recognize descriptive and locative classifiers
5. recognize numbers 1 through 100
6. use visual memory skills

**Expressive:**

**Students will be able to:**

1. ask for information or if an opinion about a person is true
2. express opinions about other people's personal qualities or objects.
3. use age numbers
4. confirm or negate opinions
5. use role shifting when signing personality vocabulary, i.e. adopt facial expressions and manner to fit the personal quality described.
6. use descriptive and locative classifiers, correct spatialization and eye gaze.
7. participate in dialogues using opinions.
8. use contrastive structure.



**Unit 3 Objectives:**  
**Attributing Qualities to Others**

**Knowledge of Deaf Heritage**

**Students will be able to:**

1. use culturally appropriate responses to opinions given.
2. use culturally appropriate attention - getting behaviors
3. recognize and explain how the following influential people overcame their deafness:
  - Andrew Foster
  - John Goodricke
  - Francisco Goya
  - John Robert Gregg
4. explain what the Rochester Method is and its history

**Assessment/Evaluation:**

Receptive and/or expressive evaluation on students' expressive and receptive skills as stated in unit objectives

-students will do a skit telling about his/her family member's personal qualities or telling personal qualities about each character from a story.

Receptive/expressive vocabulary assessments (quizzes) throughout unit

Receptive assessment on numbers 1 through 100

Informal performance based observations

Final unit assessment

**Resources/References/Materials:**

Usage of teacher developed materials

Picture transparencies of family, occupations or the workplace (can be copied from Vista Signing Naturally Level I p.266-271 or from computer software)

Explanation of dialogue format & suggested vocabulary (Vista Signing Naturally Level I p. 252-265)

Deaf Culture Lecture Series: 8B-MJ Bienvenu

Movers & Shakers Text (p. 45-66)

Videotape: Goya

**New York Communication Sub-topics**

Personal Identification

Psychological characteristics

Physical characteristics

Earning a living

Deaf Culture and community

**New York State Functions**

Providing and obtaining information about people

Providing and obtaining information about occupations

Providing and obtaining information about facts, opinions, attitudes and feelings.

Display opinion, attitudes or emotions

Counting and using numbers

(Estimate 4 weeks)



**Unit 4 Objectives:  
Talking about Routines**

**Receptive:**

**Students will be able to:**

1. identify morning and evening routines including activity verbs and time signs.
2. demonstrate comprehension of clock numbers.
3. demonstrate comprehension of daily, weekly, and monthly routines including PAST, PRESENT, and FUTURE
4. demonstrate comprehension of signed schedules related to the school year and school day.
6. demonstrate comprehension of travel fares, shopping and routine schedules.

**Expressive:**

**Students will be able to:**

1. tell about their daily, weekly, and monthly routines.
2. use FINISH to denote sequence of activities
3. sign clock numbers
4. use "TEND" to denote routines
5. negotiate times for activities including BEFORE - event, AFTER, BEST, and THERE-ABOUT
6. tell about their daily, weekly, and monthly routines.
7. describe events during a vacation or a shopping trips, etc.

**Unit 4 Objectives:**  
**Talking about Routines**

**Knowledge of Deaf Heritage**

**Students will be able to:**

1. use culturally appropriate responses to information given.
2. use culturally appropriate attention - getting behaviors
3. recognize and explain how the following influential people overcame their deafness:
  - William "Dummy" Hoy
  - Helen Keller
  - Juliette "Daisy" Gordon Low
  - Francis Humberstone MacKenzie
  - Antonio Magarotto

**Assessment/Evaluation:**

Receptive and/or expressive evaluation on students' expressive and receptive skills as stated in unit objectives

-students will do a skit telling about his/her family member's personal qualities or telling personal qualities about each character from a story.

Receptive/expressive vocabulary assessments (quizzes) throughout unit

Receptive assessment on telling time

Informal performance based observations

Final unit assessment

**Resources/References/Materials:**

Usage of teacher developed materials

Picture transparencies of family, occupations or the workplace (can be copied from Vista Signing Naturally Level I p.266-271 or from computer software)

Explanation of dialogue format & suggested vocabulary (Vista Signing Naturally Level I p. 252-265)

Videotape: Dummy Hoy  
Helen Keller

**New York Communication Sub-topics**

Education - schedule, school year

Shopping - shopping patterns and information

Travel- fares

Deaf Culture and community

**New York State Functions**

Providing and obtaining information about people

Providing and obtaining information about events

Providing and obtaining information routines

(Estimate 6 weeks)

**Unit 5 Objectives:**  
**Talking About the Weekend**

**Receptive:**

**Students will be able to:**

1. recognize what weekend activities took place during specific seasons of the year.
2. understand and respond to opinions given to him/her
3. comprehend descriptive vocabulary of weekend activities or trips.
4. recognize multiples of 120 through 1000
5. comprehend classifiers used for weather and different forms of gas, liquid, fire and light.

**Expressive:**

**Students will be able to:**

1. ask or tell about weekend activities during specific seasons.
2. tell his/her opinion of an activity using positive or negative remarks.
3. ask or tell about weekend trips (where, when, how to get there, activities & etc.)
4. ask or tell how plans got disrupted and how he/she felt about it.
5. ask or tell what sights to see.
6. tell sign numbers from 120 to 1000.

**Unit 5 Objectives:**  
**Talking About the Weekend**

**Knowledge of Deaf Heritage**

1. use culturally appropriate responses to information given.
2. use culturally appropriate attention - getting behaviors
3. recognize and explain how the following influential people overcame their deafness:
  - Harriet Martineau
  - Pierre de Ronsard
  - Laura Catharine Redden Searing
  - Erastus "Deaf" Smith

**Assessment/Evaluation:**

Receptive and/or expressive evaluation on students' expressive and receptive skills as stated in unit objectives

-students will do a skit telling feelings/opinions about his/her weekend activities, short trips or daily routines and if/why plans were disrupted

Receptive/expressive vocabulary assessments (quizzes) throughout unit

Receptive assessment on telling time, month, season, days of the week and numbers from 1- 1000

Informal performance based observations

Final unit assessment

**Resources/References/Materials:**

Usage of teacher developed materials

Picture transparencies of activities, calendar, elements (can be copied from Vista Signing Naturally Level II p.175-177 or from computer software)

Explanation of dialogue format & suggested vocabulary (Vista Signing Naturally Level I p. 150-174)

**New York Communication Sub-topics**

Travel

Leisure

Services

Physical Environment

**New York State Functions**

Providing and obtaining information about people

Providing and obtaining information about events

Providing and obtaining information routines

Providing and obtaining information on leisure activities.

(Estimate 4 weeks)



**Unit 6 Objectives:  
Exchanging Personal Information**

**Receptive:**

**Students will be able to:**

1. identify different nationalities, states and countries signed.
2. comprehend narratives of family life & immigration.
3. recognize non manual markers when clauses are signed
4. comprehend order of sequencing events taking place.
5. recognize when unexpected changes occur while events are told,
6. respond to personal history narratives of others,
7. identify members of family on a family tree (family history).
8. identify dates and addresses

**Expressive:**

**Students will be able to:**

1. ask/tell about life events
2. ask nationality of name
3. narrate family immigration history
4. correct and elaborate
5. use descriptive and locative classifiers
6. use when-clause sentence structure
7. use non-manual markers for when clauses (eyebrow raise, head tilt) referring to age and events.
8. tell the year the event occurred, sequencing events, about unexpected changes
9. combine when clauses, sequencing events using the signs LATER-ON and WRONG when talking about one's life
10. use possessive and contrastive structure



**Unit 6 Objectives:**  
**Exchanging Personal Information**

**Knowledge of Deaf Heritage**

1. use culturally appropriate responses to information given.
2. use culturally appropriate attention - getting behaviors
3. recognize and explain how the following influential people overcame their deafness:  
Sanzan Tani  
Douglas Tilden  
Konstanin Tsiolkovsky

**Assessment/Evaluation:**

Receptive and/or expressive evaluation on students' expressive and receptive skills as stated in unit objectives  
-students will do a skit telling where their ancestors are from & their life story growing up  
Receptive/expressive vocabulary assessments (quizzes) throughout unit  
Receptive assessment on telling time, month, season, days of the week and numbers from 1- 1000  
Informal performance based observations  
Final unit assessment

**Resources/References/Materials:**

Usage of teacher developed materials  
Picture transparencies of United States & world countries (can be copied from Vista Signing Naturally Level II p.105-109 or from computer software)  
Explanation of dialogue format & suggested vocabulary (Vista Signing Naturally Level I p. 74-104)

**New York Communication Sub-topics**

Family life  
Personal Identification  
Current Events  
Earning a Living  
Public and Private Services

**New York State Functions**

Providing and obtaining information about people  
Providing and obtaining information about events  
Providing and obtaining information on nationalities  
Providing and obtaining information on leisure activities.

(Estimate 5 weeks)

### References

American Sign Language for Communication; New York State Teacher's guide (Field Test Edition). (1994). Albany, New York: The University of the State of New York, State Education Department

Carroll, C. & Mather, S. (1997) Movers & Shakers: Deaf People Who Changed the World. San Diego, CA: Dawn Sign Press.

Smith, C., Lentz, E.M, & Mikos, K. (1988). Vista Signing Naturally Level I Teachers Curriculum Guide. San Diego, CA: Dawn Sign Press.

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Smith, C., Lentz, E.M, & Mikos, K. (1989). Vista Signing Naturally Level I Student Workbook. San Diego, CA: Dawn Sign Press.

**Unit 1**  
**Making Requests**

**Sample Lesson Plan**

**Topic #1:** Giving Commands

**Goal:** Students will demonstrate ability to sign given commands using spatial verbs.

**Materials:**

Overhead

Transparencies of pictured objects and furniture found in a classroom

Various objects such as keys, fruit, paper, cup, etc.

**Lesson Plan:** Giving commands

1. Introduce signs for furniture or things in the classroom. Show "objects and furniture" transparencies or if available, use items in the classroom. Show the following signs....

SHELVES	CABINET	WASTEBASKET
DRAWERS	DOOR	WALL
TABLE	WINDOW	BULLETIN BOARD
CHAIR	ERASER	BLACKBOARD
CUP	COMPUTER	TTY/PHONE

2. Bring in various objects such as keys, fruit, paper, cup, lipstick, calculator, etc and command students to put them in specific locations in the room. Use the following structure:

<u>                    </u> (location)	(object)	YOU	[(wh) LCL "location"/PUT-ON] DROP-IN
---	----------	-----	---

Example: IX-loc SHELF, IX-loc "keys" KEY YOU SHELF PUT-ON LEFT CORNER (Put keys on left corner of shelf)

Other examples:

Move an object to the far end of the room

Put the key next to the phone

Put the apple in the top drawer of the file cabinet

Put the eraser on the left side of the blackboard

**Homework:** Students will review and practice vocabulary at home.

**Unit 2**  
**Talking About Family and Occupation**  
**Sample Lesson Plan**

**Topic #1:** Occupations

**Goal:** Students will be able to identify and describe different occupations

**Materials:**

Overhead

Transparencies of different occupations (p. 239-242)

**Lesson Plan:** Which Occupation Is It?

1. Show students different pictures of occupations using transparencies.
2. Describe one of the occupations (if possible, using classifiers) to students then ask them to identify which occupation you are describing.
3. Once occupation has been identified, introduce signs for each occupation.

mail carrier	waitress	firefighter	secretary
police officer	bank teller	librarian	artist
welder	photographer	carpenter	doctor
baseball player	dentist	mechanic	scientist

4. Ask students to give you other occupations not listed above. Write them on the board and introduce the sign for each one.
5. Students will review their daily vocabulary list

**Homework:** Students will practice their vocabulary at home

**Review Activity:** Create a Jeopardy Game with vocabulary signs from this unit and previous units. Also, include Deaf history/culture questions.



**Unit 3**  
**Attributing Qualities to Others**

**Sample Lesson Plan**

**Topic #1: Describing Personal Qualities**

**Goal:** Students will demonstrate ability to describe personal qualities people attribute to each other, animals or characters in a book or film.

**Materials:**

Overhead

Transparencies of pictured animals

1. Write the following heading on the board: Qualities Associated with Animals
2. Show picture transparencies and introduce signs of the following animals:

mule  
koala

owl  
turkey

lion  
bear

fox  
beaver

peacock  
chihuahua

3.

**Lesson Plan: Tell What You Play**

1. Use mime to show the students how the verb PLAY is combined with other signs.

Example: PAST SATURDAY MORNING ME PLAY (dribble and shoot) BASKETBALL.

2. Ask students what they usually play. Encourage students to mime activities then introduce vocabulary for that activity.
3. Wrap-up
4. Students will log into their vocabulary journal new vocabulary learned today in class. Show transparencies and new vocabulary signs again and ask students to sign what they learned.

Homework: Students will interview parents and ask them what they do everyday (ie. Monday, Tues., Wed....)



**Unit 4**  
**Deaf Culture Lesson**

**Sample Lesson Plan**

**Topic:** Teaching appropriate ways to get a deaf person's attention

**Goal:** To give students the opportunity to be more understanding and sensitive to deaf individuals.

**Population:** This lesson is intended for students in ASL Level I classes.

**Objectives:**

To increase students'

- A. awareness of deafness
- B. sensitivity towards deaf people
- C. knowledge of deaf culture

**Materials:** Handout titled, "Do's and Don'ts of getting a Deaf Person's Attention"

**Lesson Plan:**

1. Teacher will describe and demonstrate different ways to get a deaf person's attention.
2. Teacher will describe what is appropriate and inappropriate when getting a deaf person's attention.
3. Teacher will explain the basics of deaf culture.
4. Teacher will pass out handout.
5. Teacher will ask for volunteers and demonstrate both the do's and don'ts of getting a deaf person's attention and the basics of deaf culture.
6. Teacher will ask volunteers how they felt about the matter they were treated during the demonstration.

**Unit 5**  
**Attributing Qualities to Others**

**Sample Lesson Plan**

**Topic:** Using classifiers to describe different transportation signs

**Purpose:** To give students the opportunity to practice using classifiers to describe different ways to sign transportation related signs. To give students the opportunity to practice his/her receptive skills and descriptive signs.

**Materials needed:** Transportation related pictures (photocopied transparencies) and overhead. You may want to copy the transparencies for the students to have practice material to take home.

**Population:** This lesson is intended for students in ASL classes.

**Objectives:**

To increase the student's ability to:

1. Distinguish differences in an object's appearance or definition by the way the signer signs its meaning.
2. Describe an object's appearance or movement.
3. See how spatial relationships are used.
4. Use and/or sign appropriate spatial relationships.

**Lesson Plan:**

1. Instructor will show different pictures of transportation related pictures.
2. Students will indicate which classifier to use with each individual picture.
3. Ask students to volunteer describing picture(s) using classifiers.
4. Pass out copies of pictures to students and have them work in groups signing the items using sentences in ASL.

Ask the students which pictures made it difficult for them to come up with the correct classifier and why.

**Unit 6**  
**Local Rochester Towns**

**Sample Lesson Plan**

**Topic:** Telling where you live in Rochester

**Purpose:** To develop visual memory, spatialization skills and confirming skills

**Materials needed:** Transportation related pictures (photocopied transparencies), map of local Rochester towns, student survey packet and overhead. You may want to copy the transparencies for the students to have practice material to take home.

**Population:** This lesson is intended for students in ASL classes.

**Objectives:**

To increase the student's ability to:

5. Recognize town names
6. Comprehension of where one lives
7. See how spatial relationships are used.
8. Use negative or confirming skills.

**Lesson Plan:**

5. Instructor will review different pictures of transportation related pictures.
6. Instructor will show a map of Rochester and introduce signs for each town listed.
7. Instructor will ask students where towns are located.
8. Students will tell where he/she lives.

**Activity: Student survey**

1. Hand out one "information survey" card to each student. Explain to the student that he/she will be assigned a pseudo name along with a pseudo background on the card given.

2. Give each student a blank copy of the "student survey" sheet. (They should fill out each box for every person in the class.)
3. Students should interact with each other using sign only to ask each class member their pseudo name, where he/she lives and how he/she got to class and complete their student survey sheet.