

New Curriculum Supplement

To be used with SigningOnline.com 4 courses and E-Z American
Sign Language textbook (2rd edition)

The province of British Columbia International Curriculum guide reports that approximately 10 percent of the population of North America has some degree of hearing loss (and, for many of these people, ASL is the language of choice), it is likely that students will encounter someone whose language is ASL. ASL is a complete and complex language with its own grammatical rules and syntax, which are not based on, nor derived from, any spoken or written language. It is one of the many sign languages used around the world. ASL, like the majority of world languages, has no written form. It is an integral part of North American Deaf culture and community. Individuals who are deaf have traditionally been seen by non-deaf people as members of a disabled group. However, Deaf culture values deafness not as a disability but rather as a characteristic of a community's cohesive cultural identity. A key feature of this cohesive culture is its language, ASL. Since the work of the linguist William Stokoe in 1960, ASL has been recognized as a complex rule-governed visual language. Deaf culture, like all cultures, is based on a community of people who use the same language to communicate, and ASL reflects the values and norms for interaction within that cultural language group.

Hearing students can broaden their experience and relationships by learning ASL as a second language. ASL education offers students opportunities to develop language and interpersonal skills, increase their understanding of their own and other cultures, and expand their career options.

The study of ASL supports many careers and professions. In medicine, dentistry, the hospitality industry, education, and other career areas, the ability to communicate easily with Deaf adults and children is a great asset. It is becoming increasingly important for organizations that provide services to the Deaf community to have employees who are proficient in ASL.

The study of ASL not only develops the knowledge, skills, and attitudes needed to understand and communicate effectively in ASL but also expands students' knowledge of language learning in general. In using ASL to create and convey meaning, students can discover new ways to express their individuality. Communicating in authentic situations in another language also enhances students' critical-thinking and risk-taking skills and self-confidence. (www.bced.gov.bc.ca)

The Signing Online curriculum uses a combination of weekly online courses and exercises and lesson plans from E-Z American Sign Language textbook (3rd edition). It is to be used as a guide in the classroom and may not always line up with what you are teaching. The curriculum is comprised of 60 weeks of new lessons and reviews. Some weeks will have suggested assignments, as well as some semester long projects. Feel free to make any changes that you feel will help your classroom. It is recommended that students keep a portfolio that contains all assignments, print-outs, and additional material. Making note-cards throughout the semesters is another good way to prepare for the final exams.

YEAR 1

Week 1: Introduction

Welcome to ASL. In this introductory week, the students will learn the basics of American Sign Language. They should be able to define ASL and have a good understanding of how to sign the alphabet and numbers 1-10.

- Signing Online: Alphabet and number signs 1 – 10.
- Textbook: Introduction Chapter
Read Page 32, “Fingerspelling”
Page 111, “Practice”
Page 111-112 “Addresses and Phone Numbers”
For more advanced practice: Page 467 “Months, Dates and Countries”

ASSIGNMENTS:

1. Research American Sign Language and share your interests in the kind of material you hope to learn in this class.
2. Get familiar with Signing Online website and Textbook.

Additional Notes:

To enhance fingerspelling skills, review common letter groupings and sing them over and over again until you feel smooth with the letter transitions. Some examples are:

Sh	ch	th	qu
Ie	or	ed	est

Can you think of other letter sets to practice?

Practicing numbers and fingerspelling will help you develop comfort and proficiency with hand shapes and fluency.

Week 2: Greetings and The Basics

This week the students will begin to learn greetings between two people. They should also complete lesson 1 of Signing Online's ASL 101 and pass Quiz 1 by the end of the week.

- Signing Online: ASL 101 Lesson 1, Sign numbers 11 - 20
- Textbook: Page

33-41 and 113-124

ASSIGNMENTS:

1. Review Practice Sections on Page 40-41
2. Signing Online Quiz 1

Additional Notes:

A great way to practice introductions and greetings is with a partner. Pair up with a classmate, friend or family member and review the many signs presented this week. The more you can use them throughout your day, the easier they will become and the faster you will be ready for the next lesson! The key to success is repetition!

Week 3: Learning

This week's lesson is about learning ASL and the Deaf Community; what does it mean to be part of the deaf community? The textbook goes into great detail about the Deaf Community, culture and characteristics of someone in the Deaf Community.

- Signing Online: ASL 101 Lesson 2 and Quiz
- Textbook: Chapter 3: Pages 99-104

ASSIGNMENTS:

1. Review ASL 101: Lessons 1 and 2 and sign the alphabet.
2. Write a short reflection paper on what the term "Deaf Pride" means to you.
Don't forget to include a definition of Deaf Pride, found in Chapter 3.

Additional Notes:

Continue to practice and use the signs presented in last week's lesson.

Try to put together sentences or phrases using the signs you're practicing.

Can you come up with 3-5 sentences or phrases?

Week 4: Appointments

Students should continue with the online courses and get more in depth with the sports aspect of Deaf Culture. They will also learn to set up an appointment to meet someone using means other than text messaging

- Signing Online: Lesson 3 and Quiz, Culture Section- Deaf Sports, Sign numbers 21-29
- Textbook: Chapter 12: page 355-360

ASSIGNMENTS:

1. Visit <http://www.deaflympics.com/> and answer following questions:
 - I. How many nations competed in the 24th Summer Deaflympics in Caxias do Sul, Braxin in May 2022? *Answer: 73*
 - II. What are the 6 sports that one can compete in winter Deaflympics? *Answer: curling, snowboard, ice hockey, cross country skiing, alpine skiing and chess*
 - III. Why have the Summer and Winter Deaflympics become so important to the worldwide deaf community? *Answer: Unlike the athletes in all other International Olympic Committee sanctioned games, including the Olympics, the Paralympics and the Special Olympics, the Deaflympians cannot be guided by starter's guns, bullhorn commands or referee whistles. Nor can the majority of the athletes experience the crucial sense of inclusion in other general games because they cannot just strike up a conversation or in other ways communicate instantly or in a practical manner with their fellow hearing athletes. Unlike other games for athletes with disabilities, which are all directed by non-disabled officials, the Summer and Winter Deaflympics are run by deaf people for deaf athletes.*

Additional Notes :

- Encourage students to practice all the new signs while referring to the dictionary section of both the website and textbook for additional help.

Open Discussion:

Reflect on how being Deaf could be an advantage to athletes.

How might Deaf athletes make adjustments or accommodations when playing sports with hearing peers?

Week 5: Common Phrases

Students should continue working through the courses on Signing Online. This week's lesson is about common ASL phrases and formal greetings.

- Signing Online: ASL 101 Lesson 4 and quiz
- Textbook: Page 113-150, 361 – 370

ASSIGNMENTS:

1. As a class, compile a list of organizations for the Deaf and hard of hearing in your state. What do these organizations do?
2. Textbook: Practice Activities, Pages 367-370

Additional Notes:

Don't be overwhelmed by all the new signs presented this week. You have been practicing many of them since week 2!

When greeting people or using ASL phrases, do you notice your expression changing naturally? Once you are more comfortable with the signs, you will notice your face becomes more expressive without conscious thought.

Week 6: Review and Presentation

Review Week. This week can be used for lesson review or as a catch up on subjects that may need some additional time.

- Signing Online: Review Lessons 3 and 4
- Textbook: Chapters 1 - 5

ASSIGNMENTS:

1. With a partner, compose a dialog with signs learned from Signing Online lessons 1 – 4. Each student should use at least 2 signs found from the “additional signs” section. Be sure to introduce oneself at the beginning.

Teacher: Have the students provide you with a written copy of their dialog so you can follow along. For extra points, have the students who are watching write down what is being said, and turn it in.

Additional Notes:

- Have the students provide you with a written copy of their dialog so you can follow along. The class can write down what is being said and turn it in for extra points.

Encourage students to pair up outside of class or during free time in class to play simple games using reviewed skills.

Ideas include: Uno, Go Fish, Candy Land

A game of Charades, focusing on actions and emotions is also a fun way to get students to use non-verbal cues and facial expressions.

Week 7: Ending Conversations

The lessons this week demonstrate the signs for expressing feelings and ending a conversation. Chapter 4 in the textbook goes into detail about signing numbers.

- Signing Online: Lesson 5 and quiz
- **Textbook: Page 114-118, 61-70; Chapter 4: number signs 1 – 100 and beyond**

ASSIGNMENTS:

1. Get together in groups and practice signing one another's phone numbers and addresses.
2. In your group, practice asking each other (feel + you?). Have students answer and respond. Ex:
A: feel +you?
B: Me feel hungry
A: Eat want?

Additional Notes:

For more advanced practice, have students pick 3-5 feelings and how to offer a response using signs previously taught or the ASL dictionary.

Answer: Me feel sad

Possible response: Sorry/ that's terrible/ poor you

Answer: Me feel dumb

Possible response: Sorry/ you're crazy!/ why?

Answer: Me feel hungry

Possible response: want eat?/ eat yet?/ have food (nodding), want?

Week 8: Feelings

Expressing feelings is covered in lesson 6 of Signing Online. The culture section of this lesson teaches the value of face cues when using ASL.

- Signing Online: ASL 101 Lesson 6 and quiz
- Textbook: Chapter 1, Pages 7-30

ASSIGNMENTS:

1. Make note cards of the 10 rules of ASL grammar, they will be used throughout the semester.

Additional Notes:

- Remind the students to learn the signs in the Additional Signs section of the online lessons.

While reviewing signs and practicing with peers, pay close attention to your peers' and your own facial expressions. Do some of these non-verbal cues occur naturally for you?

Week 9: Review

Review week. Again, this week is a chance for students to continue familiarizing themselves with the signs. Practice is key to learning any new language.

- Signing Online: Review ASL 101 lessons 5 – 6

ASSIGNMENTS:

1. Review question: Describe the four characteristics used to describe a sign?
Answer: handshape, orientation, location, and movement.
2. Choose 5 signs on emotions/expression from the signing online dictionary or textbook. Pick ones that were not used on the lesson quizzes. Develop a few sentences that incorporate these words and present it to the class. Make sure to use lots of facial expressions to go along with the emotions.

Additional Notes:

Have students work in pairs or individually on this task. Students can then share with the class, the teacher or small group. ASL cannot be learned in a bubble... for mastery, students must learn to engage and express in live communication opportunities. Mistakes are a part of learning. Encourage students to use non-verbal cues to convey their meaning if they struggle to remember the formal signs. Then, provide the formal signs and have them repeat the targeted language.

Week 10: Meeting Someone

Week 10 focuses on conversation when meeting someone. The culture this week deals with interpreting. Research paper assignments will be given this week and will be due during week 15.

- Signing Online: ASL 101 Lesson 7 and Quiz
- Textbook: page 36 - 56

ASSIGNMENTS:

1. Contact a community college/university near you that has a deaf studies or interpreting program. Research what the requirements are for admission; what is studied during the program; and what sort of profession one can go into upon graduation. This paper should include the type of activities the students in the program are required to take part in and what sort of deaf clubs are available. Encourage students to choose different schools so that a wide variety of information can be gathered. The papers should be included in the student's portfolio.

Additional Notes:

During ASL conversations, eye contact and eye gaze is very important. Have an open discussion about why eye gaze is important and how to respectfully interrupt a conversation or cross in front of a signer if necessary.

Week 11: Plans

Week 11 focuses on how to make plans with someone. The assignment for this week includes listing the signer's hobbies. Signs for sports are not covered until year 2, but if students would like to start practicing these signs, they are found in the same section of the textbook as the hobbies. This week also introduces regional variations of signs.

- Signing Online: Lesson 8 and Quiz, additional signs, dictionary
- Textbook: page 371 - 380

ASSIGNMENTS:

1. Choose 3 – 5 hobbies that you enjoy. Learn the signs and in a small group, sign a sentence that lists the hobbies and describes how you feel when participating in that activity.
2. Write a 1-page paper on a hobby of yours. Describe how it may be different for a deaf person to participate in that activity. How may a deaf person adapt so that he/she may participate in the activity? What resources are available for them?

Additional Notes:

Review how to list items and expose students to using ordinal numbers (1st, 2nd, 3rd).

Week 12: Review

This is the last week of review before the end of the semester. By now the students should be comfortable with the signs and culture they have learned up to this point. Making note-cards of vocabulary and practicing with classmates is a great way for students to memorize the signs. Going through lessons 1 – 8 and reviewing turned in assignments is beneficial.

- Signing Online: ASL Lessons 7 - 8.

ASSIGNMENTS:

1. With a partner in front of the class, have a conversation about weekend plans.

Additional Notes:

Have an open discussion with students in class about how they feel about their growing language. Do they find themselves signing parts of songs, fingerspelling billboards or signing what other people say? Have they independently gone to look up signs online or in class resources?

Week 13: Getting Lost

In week 13, the students should learn how to change plans and deal with getting lost. Make sure the students are referring to the additional signs. Similarities and differences between ASL and English are described as well.

- Signing Online: ASL 101 Lesson 9 and Quiz

Additional Notes:

Use this time to discuss signer's perspective. Reinforce the concept of repeating the direction/plan for confirmation. Let students know that it is always ok to ask the signer to repeat to help with understanding.

How are ASL and English different.

Explain how ASL is like drawing a picture: In English, we say the "white house with a red door". In ASL, we draw the picture... House, white, door, red.

Week 14: Places

The dialog in this week's lesson is a short conversation about going places. Dialog will incorporate signs for different places such as bookstore, hospital, etc. There are more signs in the Additional Signs section of this lesson.

- Signing Online: ASL 101 Lesson 10 and quiz

ASSIGNMENTS:

1. Watch a movie or TV show with no sound, only captioning. Were the words lined up at the proper times? Was it easy to follow?
2. Watch a show with both captioning and sound. How accurate was the timing? Words correct?
3. Write a brief reflection paper on your experience.

Additional Notes:

Discuss with your students the availability of closed captioning and how it has changed over time. Will they notice a difference in CC on live tv vs. recorded programming? Recently, social media platforms have begun using automated CC for videos. Have students noticed? Prior to taking this class and seeing it as accessibility, did you like the CC or did it bother you?

What are the benefits of CC for a hearing person? How about a hearing child?

(CC can help with vocabulary development, spelling and reading skills and supports auditory processing.)

Week 15: Final

This week should be completely for review of all ASL 101 lessons.

- Signing Online: FINAL EXAM
- Textbook: Short written exam on culture

Additional Notes:

Week 16: Family

This week's lesson features family signs. The culture section of ASL 102 talks about how Deaf people learn ASL. When learning any new language, sentence structure and word placement is key. The textbook goes into great detail about the differences in structure of spoken language and ASL. The culture section presents a few different ways in which deaf people learn to sign.

- Signing Online: ASL 102 Lesson 1 and quiz
- Textbook: Pages 13 - 30, 237 - 238

ASSIGNMENTS:

1. Teach your family members or close friends (not in your ASL class) how to sign their names and family signs.
2. Review finger-spelling learned from ASL 101

Additional Notes:

Discuss what sign names are and how you get one. Talk about how sign names are unique and often reflect a characteristic of the individual. Give examples from your own sign name or those you know.

Ex: An "M" twisting at the cheek like "candy" because the individual eats a lot of candy!
An "L" popping out from the eyes because the individual has very big beautiful blue eyes.

Week 17:

Students will continue learning family signs this week. They will also discuss how to sign where someone lives. Make sure to read the culture on the website since it will be on this week's assignments. The culture describes sign language throughout different countries.

- Signing Online: Lesson 2 and quiz
- Textbook: Page 239 - 243, 459 - 466

ASSIGNMENTS:

1. Memorize the country signs in the textbook. Get in small groups and practice signing all of the countries.
2. POP QUIZ: What country uses a two-hand alphabet? *Answer: British.* Who created the International Sign Language? *Answer: The World Federation of the Deaf.*

Additional Notes:

Do some cities, states, countries have signs that inherently make sense?

Ex: Switzerland is like making the red cross of their flag.

Week 18: Review

Review Week. The students should review Signing Online 102 and everything that has been learned up to this point.

- Signing Online: ASL 102 lessons 1 and 2

ASSIGNMENTS:

1. On page 29-30 of the textbook, is a review of the different rules of ASL grammar. Make a copy of this section and give as a pop quiz to the class. The answers are on page 30 of textbook. Rules 1 – 10 can be listed on the quiz so that it is multiple choice.

Additional Notes:

In class, open the floor to ask students what they would like to review. Ask them what they are not yet comfortable with and what they feel very confident signing.

Week 19: Professions

Students will learn how to sign different professions. The activities in the culture section of Signing Online are a good resource if you are looking for additional activities.

- Signing Online: ASL 102 Lesson 3 and Quiz
- Textbook: page 243 - 247

ASSIGNMENTS:

1. Break into partners, and take turn practicing lip reading. Have one student whisper a sentence while the other person plugs their ears. This activity can be found in the culture section of lesson 3.
2. Learn 5 additional signs for careers and teach them to a partner.

Additional Notes:

Discuss how to ask the question: “What do you do for work?”

Review why some of these signs make sense. Ex: Police officer (badge on chest)

Ask students about their past work experience. Are they able to make an educated guess as to how to sign their previous jobs? Cashier, babysitter, etc.

Week 20: Relations

Week 20 goes into further detail on relations and family size. Again, make sure the additional signs are learned. The four parameters of the hand are described in the culture section of Lesson 4.

- Signing Online: ASL 102 Lesson 4 and Quiz
- Textbook: “The Physical

Dimensions of ASL” page 4 - 5, 250

ASSIGNMENTS:

1. Review the 4 parameters that are used to describe a sign.
2. Write out a family tree going back 2 – 3 generations. In front of the class, use the signs you know to introduce each family member and their profession or hobby.

Additional Notes:

If a student is unable to establish their personal family tree for any reason, have them use creative license to add names and professions. The goal of the project is to practice signs.

Week 21: Review

Review Week. There are a lot of signs to memorize over the past few weeks. Make sure students are practicing every day.

- Signing Online: ASL 102 Lessons 3 and 4

ASSIGNMENTS:

1. Write a short paragraph talking about your career plans for the future. Practice signing this to a partner.

Additional Notes:

Week 22: Misunderstandings

The additional signs listed in this week's lesson focuses on seasons and weather. The culture discussed is the degree of hearing loss.

- Signing Online: ASL 102 Lesson 5 and Quiz
- Textbook: page 119 - 124

ASSIGNMENTS:

1. Research and write out what it means to be Deaf or hard of hearing. Also, what dB level does it takes to be considered Deaf or hard of hearing. Use online resources, your textbook and culture section on signing online.

Additional Notes:

Talk about the Speech Banana. This can be found by a simple online search and usually are filled with both speech sounds and pictures of environmental sounds as they correspond to various dBs and frequencies. Show this to students and discuss how even a mild hearing loss may have an impact one's ability to understand certain words, affect spelling and comprehension.

Week 23: Communicating

Conversations on communication are studied in Signing Online this week. The use of TTY is discussed as well.

- Signing Online: ASL 102 Lesson 6 and Quiz
- Textbook: Page 210 - 212

ASSIGNMENTS:

1. Answer the following questions: How does TTY and VRS work? Does every Deaf person have access to it?
2. Think about how technology has changed and advanced over the years. Write a paragraph or two about how the advancement of technology has made communication easier.

Additional Notes:

Communication has become easier with the advancement of technology. Talk to your students and make a list of ways D/HH individuals can use technology to help them today that may not have been around even 10 years ago!

Some ideas:

Text messaging

Email

Ordering apps

Health care portals

Week 24: Review

Review week. Practice difficult signs that have been learned through this week. Continue making note-cards of culture and ASL rules.

- Signing Online: All lessons

ASSIGNMENTS:

1. For one day, try having a no talking policy. Encourage the students to use only the signs they have learned. Afterwards, students can write about their experience.
2. Project: As a year-end project, have the students choose a Deaf individual within the Deaf community. This can be someone famous or someone you know personally. The paper should be at least a page in length and include their history, accomplishments, influence on the community and what they are doing now. The paper will be due at the end of the semester.

Additional Notes:

It may be helpful to ask students to open their phones and do a search of famous Deaf individuals. Make a list in the classroom and have students choose from someone on the list if you do not have access to many/any Deaf individuals in their local community.

Week 25: Signs and Finger-spelling

The student will learn in lesson 7 how to get a Deaf person's attention. They will also learn how to say someone's age. Teach to the class about Cochlear Implants. Information on it can be found in the additional material. Have the students take notes on the key components because there will be questions on the final exam.

- Signing Online: ASL 102 Lesson 7 and quiz
- Textbook: page 214

ASSIGNMENTS:

1. List 3 ways you can get a Deaf person's attention.
2. What is a cochlear implant? How does it work? Who gets a cochlear implant? How does someone receive a cochlear implant?

Additional Notes:

Open discussion idea- How might the Deaf community feel about Cochlear Implants? Why? Is there a negative to a parent making a choice for a baby? What are the pros and cons? What are the possible ramifications? (Once an implant surgery is performed, any residual hearing that individual may have had is gone... this means that if they could've had the ability to hear an alarm or siren, that ability is gone without the implant.)

Teach the sign for Cochlear Implant. In many areas, the sign with the bent fingers is considered derogatory. More recently, straight fingers is used or the letters C.I. by the head.

Week 26: Deaf Community

This lesson introduces a couple of ASL terms commonly used in the Deaf community. As always, it is very important to learn the additional signs. In lesson 8, students will also learn the evolution of movies and big screen projections for the Deaf community.

- Signing Online: ASL 102 Lesson 8 and quiz

ASSIGNMENTS:

1. Watch a movie where sign language or the Deaf community plays a role. Examples: Mr. Hollands Opus, Sound and Fury, Beyond Silence, Hear No Evil, Children of a Lesser God. Write a paper that discusses your thoughts on the movie. Did you like the movie? What were the struggles? Did you watch it with closed captions?

Additional Notes:

Discuss with your students the family dynamics of having a Deaf person in a hearing family. How might the Deaf person feel? What challenges would be encountered?

Week 27: Review

Review week. This is the last week of review before the final exam. Make sure to review all lessons leading up to this point so students are not overwhelmed with material when the final week arrives.

- Signing Online: ASL 102 Lesson 1 - 8

Additional Notes:

Week 28: Transportation

This week, Signing Online teaches signs that deal with transportation. For culture, the students should look at what products are used to assist with daily routines and needs.

- Signing Online: ASL 102 Lesson 9 and quiz
- Textbook: Page

212-213

ASSIGNMENTS:

1. What technology is available for individuals who are deaf, to help them in their everyday life. Examples: blinking lamps, vibrating alarm clocks. Refer to chapter 7 of the textbook and an Internet search. Write a few paragraphs with your findings. Check out <http://www.harriscomm.com/> for ideas.

Additional Notes:

Technology is always changing and improving. Encourage students to continue look beyond the textbook for the newest innovations.

Week 29: The Unexpected

Signs learned this week are called negative signs. They are used when someone doesn't show up or is late for a meeting. The culture section discusses hearing dogs.

- Signing Online: ASL 102 Lesson 10 and quiz
- Textbook: Page 28-29, 186, 273 and 274

ASSIGNMENTS:

1. Finish up final paper

Additional Notes:

Have students pair up and practice negation sentences.

Interactive lesson idea: Create negation sentences and write them on strips of paper. Have students draw from a hat and sign for the class. Allow the class to interpret the sentence. You could turn this into a team game or a way to earn bonus points if you like.

Week 30: Final

This week should be used completely for review of all ASL 102 lessons. The research paper should be turned in at this time.

- Signing Online: Take FINAL EXAM
- Textbook: Short written exam on culture

Additional Notes:

Questions for the written exam can be pulled from the review exercises in the textbook

YEAR 2

Week 31: Punctuating

The start of the semester begins with learning punctuation. The culture discussed on Signing Online is the value of Deaf vs the value of hearing.

- Signing Online: ASL 103 Lesson 1 and quiz
- Textbook: review previous signs

ASSIGNMENTS:

1. Review signs from ASL 101 – 102. The signs this year can be more challenging. Make sure students have a good understanding of what they have previously learned.

Additional Notes:

Be sure to emphasize the need for students to know and be confident with the content from Year 1. If you see a student is struggling, you may need to pull them aside and discuss a plan for getting them up to speed.

Week 32: Setting Goals

The lesson this week demonstrates conversations about setting goals. It also discusses the correct ways to approach a Deaf person.

- Signing Online: ASL 103 Lesson 2 and quiz

ASSIGNMENTS:

1. Contact a person within the Deaf community. Do an internet search of the Deaf Organizations in your area. The first point of contact can be by email. Students should introduce themselves and say a little about the course they are taking and what they have learned so far. Their future assignments can include contacting this person (or organization) for further communication opportunities.

Additional Notes:

Depending on how large of a Deaf Community is in your area, this may be a difficult assignment. Provide support in helping your students reach out to local Deaf individuals and Deaf Organizations. If you know D/HH individuals that are willing to communicate with students, you can help foster the relationships or bring a guest speakers/signers into class.

**The goal of this assignment is to promote relationships and interaction with Deaf individuals and the Deaf Community. As the teacher, feel free to be flexible with how you help your students achieve this experience.

If you are struggling to get in touch with members of the Deaf Community, you may want to reach out to your local system and ask for the contact information for their Teacher of the Deaf. Often times, TODs know about D/HH community events and resources.

Week 33: Review

Review week.

- Signing Online: ASL 103 Lesson 1 and 2

ASSIGNMENTS:

1. Research Paper on Gallaudet: Have each student chose a topic to write a 3-5 page typed research paper about Gallaudet University. Appropriate topics include the history of the school, the importance of the school to the deaf community, the differences between Gallaudet and your state's typical university, etc.

Additional Notes :

Week 34: Occupation

This week the students will learn a conversation that relates to types of occupations introduced in the lesson. The students will also learn more about the Interpreting profession.

- Signing Online: ASL 103 Lesson 3 and quiz
- Textbook: Page 243 - 247

ASSIGNMENTS:

1. Review signs of careers and professions that were learned in Year 1.
2. Research the Interpreting profession. How does someone become an Interpreter? Use the following links as a reference.

<http://www.dhhs.ca/programs-services/interpreting-services/become-and-interpreter/>

<http://www.nad.org/>

<http://www.sorensonvrs.com/>

Additional Notes:

Discussion- What are some challenges of being an interpreter?

Examples:

Removing your own emotions

Maintaining the individuals tone/intent even when it's not your personality

Having an understanding of the topic to interpret clearly (consider interpreting trigonometry or cellular biology)

Interpreting difficult situations like arguments, disciplinary meetings, divorce, firing, terminal medical results, etc

Week 35: Order in Restaurant

The dialog in this week's lesson is about eating in a restaurant and the different ways in which a Deaf person orders food. In the discussion about culture, there is an example of how the multiple meanings of the English word "right" are signed in ASL.

- Signing Online: ASL 103 Lesson 4 and quiz

ASSIGNMENTS:

1. Complete a one-page research paper on the types of hearing aids.

Why would someone choose not to have a hearing aid? Why would someone choose one type of hearing aid over the other? If you've ever had a hearing test, write about the test and your experience.

Additional Notes:

Discussion- Talk to your students about The Newborn Hearing Screening.

According to healthychildren.org:

1-3 out of every 1,000 babies born in the US have hearing levels outside the typical range. The Newborn Hearing Screening helps identify babies who are deaf or hard of hearing as soon as possible.

Then, they can receive early intervention services that can make a big difference in their communication and language development.

According to the most recent CDC data, over 98% of newborns in the US receive newborn hearing screening.

You may find that your students are very interested in Newborn Hearing Screenings. Consider going into more depth in the future or adding an additional assignment for bonus credit.

Week 36: Review

Review week. Continue practicing signs and making note cards of ASL rules.

- Signing Online: ASL 103 Lesson 3 and 4

ASSIGNMENTS:

Look up ASL songs on YouTube.com for some examples on signing songs. Make some observations about the person that is signing the song and the way that they are signing.

Additional Notes:

A great person to watch is MB Interpreting on YouTube.com

Week 37: Eating in a Restaurant

The lesson this week introduces different types of food commonly order at restaurants along with the ASL sentence structures associated with ordering food.

- Signing Online: ASL 103 Lesson 5 and quiz

ASSIGNMENTS:

1. Learn 5-10 additional food signs. Refer to the Dictionary section of Signing Online. Include fruits, vegetables, and main courses.

Additional Notes:

Role play with peers in class. Have students set themselves up as though they were at a sit down or fast food restaurant. Take turns having a student be the waiter/waitress/cashier and let students order their meal. Have the server write down the order and check for accuracy.

Week 38: Dessert

Lesson 6 of Signing Online is about ordering dessert and demonstrates the use of the directional verb-sign ALLERGY. The culture section of the lesson demonstrates how sign language can use a Play on Words.

- Signing Online: ASL 103 Lesson 6 and quiz

ASSIGNMENTS:

1. Learn 5-10 additional dessert and food signs. Refer to the Dictionary section of Signing Online. Teach these signs to a partner. Include desserts, meats, side dishes, etc.

Additional Notes:

For some desserts, students may need to use descriptors instead of single signs. Also, many food items may need to be finger spelled. Encourage students to describe them as much as possible first.

Examples:

1. An ice cream sundae may be signed by setting up the bowl, putting the ice cream inside the bowl, adding the whipped cream, chocolate drizzle and a cherry on top.
2. A donut may be signed by using the sign donut, but then adding the chocolate frosting and sprinkles on top.
3. Red velvet cake may be signed: cake, red, icing, cream cheese

Week 39: Review

Review week.

- Signing Online: ASL 103 Lesson 1 - 6

Additional Notes:

Week 40: Shopping

This week's dialog shows some common terms and phrases related to shopping. The dialog illustrates how different sentence structures are signed with accompanying changes in facial clues. An illustration is given of how facial expressions and movements of a sign can change the meaning of a sign.

- Signing Online: ASL 103 Lesson 7 and Quiz
- Textbook: Chapter 8

ASSIGNMENT:

1. Using the contacts that the students gained in Week 32, have one of the members from the deaf community come into the class and give a short presentation. Have the students prepare a list of questions that they would like to ask the guest. If there is no member from the Deaf community to be a guest, have a person affiliated with the Deaf community come instead. It can be a Teacher of the Deaf, an interpreter or someone in the special education department at the school, etc.

Additional Note:

Facial features are equivalent to "tone of voice". Go through a list of feelings and have students use facial features to express that emotion. Encourage students to use body language as well as facial features. Discuss how much harder it can be to understand someone when their face/body language is in contrast to their signs.

Example:

Tired: heavy eyes, droopy shoulders, head nodding forward

Excited: eyes big, mouth smiling and open, spine straight

Week 41: Shopping Mall

During this week, the conversation is about shopping in a mall. Within the dialog on Signing Online, a rhetorical question is described as well as the use of the sign “which” to translate an English sentence that does not have the word “which” in it. The culture section of this lesson discusses the value of senior citizens learning ASL.

- Signing Online: ASL 103 Lesson 8 and quiz
- Textbook: Page 25 - 26, 195

ASSIGNMENT:

1. In your opinion, what signs should family members learn to keep in communication with a senior in their family who is losing their hearing? Have the students write a short essay on what signs they choose and why. Make a list and compare the signs to their classmates. If there is a family member that is older, have the students teach those signs to them.

Additional Notes:

When composing their lists, remind students to consider their loved ones needs physically and emotionally.

Week 42: Review

Review week.

- Signing Online: ASL 103 Lesson 7 and 8

Additional Notes:

Interactive games are a great way to have fun with students in class and make learning exciting.

Ideas:

Consider playing a game of charades or Jeopardy.

Play simple songs and have students try to sign them or give them time to work together to collaborate.

Provide students with concepts or sentences and have students work in small groups to express how they would sign those concepts or sentences.

Ex:

I have so much work to do on my computer.

I am so hungry; I could eat a horse.

The grocery store's prices have really increased. My groceries cost an arm and a leg.

I want to do something fun tomorrow; should I play baseball or go to a movie?

Week 43: Purchases

This week's dialog is about describing what someone bought while shopping. The use of the sign FINISH is described. In the culture section of the lesson, a couple of examples are presented of how Deaf people kept in touch with each other 50 or more years ago.

- Signing Online: ASL 103 Lesson 9 and quiz
- Textbook: Page 130

ASSIGNMENT:

1. This lesson is a good time to learn articles of clothing. Have the students look up at least 5 articles of clothing in the Dictionary section of Signing Online. Make sure they are able to describe what they are wearing by having them practice with a partner.

Additional Notes:

Many clothing signs are intuitive. Items like shirt, pants, jacket and hat should be very easy and simple for students to pick up. Encourage students to learn more than the minimum number of 5.

Week 44: Item Costs

The final dialog of ASL 103 is about the cost of a dress that one person bought and their shock when another person notices a tear in it. It is very important for the students to learn the Additional Signs of this lesson because there is a big list of new signs related to shopping that is introduced. In the culture section of this lesson, there are indications that a person might be going deaf.

- Signing Online: ASL 103 Lesson 10 and quiz

Additional Notes:

Watching dialog can be overwhelming. Allow students to watch the conversation more than once to enhance their comprehension.

It is important to reemphasize how to ask for clarification when communicating in ASL. It is considered far more disrespectful to nod when you don't understand than it is to ask for a person to repeat themselves or sign slower.

Week 45: Final Review

Review all lessons from signing online ASL 103. Refer to the Textbook for any additional material. Make sure all assignments are handed back to students so they can use it to study.

- Signing Online: ASL 103 Lesson 9 and 10

ASSIGNMENT:

1. Complete the final exam of ASL 103.

Additional Notes:

As a teacher, take the time this week to reflect on how your students developed. How did they learn best, when were they most engaged, what do you think you could do differently and what did you do great?

When reviewing and grading the finals, take note of where your students felt confident and where they struggled. Do your best to make improvements and increase focus on needed areas moving forward.

Week 46: House

In the first lesson of the term, the teacher should conduct some sort of review of the previous term's signs. In Lesson 1 of ASL 104, some common terminology and sentences for doing things around the house are introduced in the dialog. In the culture section of this lesson, the student's will be introduced to the concept of a visual applause.

- Signing Online: ASL 104 Lesson 1 and quiz

ASSIGNMENTS:

1. For your final semester, you will be working on a semester long project. As individuals, you will choose a song that you want to sign. It must be in proper ASL format using everything you have learned from your classes; facial cues, expressions, fingerspelling, ect.

For the second part of the assignment, you will work with a partner or in a group and develop a skit. All partners must have equal roles and the use of props is encouraged. The skit must include introductions and be around 3 – 7 minutes. The songs will be performed and videotaped in class, while the skits can be performed and videotaped outside of class and uploaded to YouTube through a class account.

Additional Notes:

You will have students who struggle with this due to personalities. Some people who are very shy or lack confidence may encounter stress or anxiety with this project. If a student comes to you to express concern, use your best judgement to determine how to move forward.

Week 47: House Continued

This dialog is about fixing a toilet and introduces signs relating to fixing things around the house. Name signs are described in this lesson.

- Signing Online: ASL 104 Lesson 2 and quiz
- Textbook: Chapter 8

ASSIGNMENTS:

1. After reading the culture section on Signing Online about name signs, think about what you would make your name sign to be. Work with the other students in the class to develop a name sign that fits each person.
2. Look through chapter 8 of the textbook. Some of these signs will be a review, while some of the signs will be new. Get to know the descriptive words as well as the synonyms they are also used for.

Additional Notes:

If you have extra time in class, allow students to look through Chapter 8 and ask questions or review together.

Week 48: Review

Review week.

- Signing Online: ASL 104 Lesson 1 and 2

ASSIGNMENT:

1. Make sure all the students have a clear understanding on all signs learned up to this point. For the last few weeks, a lot of information will be covered and you don't want to fall behind. The assignment for this week is to continue memorizing any difficult signs and to make sure assignments and notebooks are up to date.

Additional Notes:

As previously discussed, use your creativity to promote practice and engagement with your students. Interactive games and open dialog is always a great way to promote student engagement and review.

Week 49: Verbs

In this lesson, the dialog introduces the directional verb-sign BLAME and LEND. Make sure the students review the additional signs section of this lesson because it introduces a lot of new vocabulary. The sign LOOK is an example of a directional verb sign. The culture section of this lesson describes the use of this directional verb sign in ASL.

- Signing Online: ASL 104 Lesson 3 and quiz
- Textbook: Page 151 - 179, 144

ASSIGNMENTS:

1. Page 179 of the Textbook has a review of directional verbs. Make copies of this page, excluding the answers, to use as a pop quiz in class.
2. What are the four aspects of directional verbs? Give an example of each.

Additional Notes:

Week 50: School

Lesson 4 contains a dialog that shows the use of some common phrases people use to talk about school. Within this dialog, the sentences cover a wide range of ASL sentence structures including yes/no questions, questions seeking information, the use of signs for time, and the incorporation of a negative sign in a sentence. In the additional signs section, the students will learn the signs for months of the year and days of the week. The culture section introduces the advantages to babies learning sign language to stimulate development in their brains and enhance their IQs.

- Signing Online: ASL 104 Lesson 4 and quiz
- Textbook: Chapter 10

Additional Notes:

Discuss with your class how they feel about teaching a baby signs? Will they teach their children signs? What are benefits? Do you have any reservations; if so, what are they?

Week 51: Review

Review week. A large amount of new signs has been covered over the past few weeks. Continue making note-cards for signs and keeping notes in your portfolio of information you have learned.

- Signing Online: ASL 104 Lesson 3 and 4

Additional Notes:

Encourage students to meet up outside of class and have silent conversations. If the classroom is available before or after class, suggest that students hang out and use that time to communicate in ASL.

Consider encouraging students to attend Deaf Community events, CC movies or other activities where they will have an opportunity to socialize and use their ASL skills.

Week 52: Inquiring about someone

This dialog reviews and expands upon the use of a rhetorical question.

- Signing Online: ASL 104 Lesson 5 and quiz

ASSIGNMENTS:

1. Use the internet to search for Deaf events in your area. Write a paragraph or two about what you have found. What events are coming up in the community? What websites did you find helpful?

Additional Notes:

Encourage your students to attend an event that they discovered in their search. Make a class list and consider giving extra credit for students who attend an event during the semester. Prior to the event, take a few minutes to review how to start a conversation with at Deaf individual. If students attend an event, ask them to briefly share their experiences with the class.

Week 53: Weather

The online lesson introduces signs about weather.

- Signing Online: ASL 104 Lesson 6 and quiz
- Textbook: Page 119 - 124

ASSIGNMENTS:

1. Develop a weather segment, lasting between 30 seconds and 1-minute.
Each student should have a different demonstration. Make sure to use a lot of facial expression and body language. Sign in front of the class and have the other students write down what they observe. Both an expressive and a receptive grade should be given.

Additional Notes:

Allow a few minutes of class time for students to begin thinking about their assignments and ask questions. They will likely have questions about vocabulary or how to sign concepts. Encourage them to use peers and you (the teacher) during this time.

Week 54: Review

Review week. Lessons 5 and 6 of ASL 104 should be reviewed. In addition to the review, students should also start looking over chapter 11 in the Textbook. While classifiers are relatively easy to understand, it is a large chapter.

- Signing Online: ASL 104 Lesson 5 and 6
- Textbook: Chapter 11, page 285

ASSIGNMENT:

1. Using your own words, what are classifiers? The textbook has a lot of information on the subject. The answer does not have to be a specific length, just make sure the answer shows your understanding.

Additional Notes:

- Classifiers are signs that are used to represent general categories or "classes" of things. They can be used to describe the size and shape of an object (or person). They can be used to represent the object itself, or the way the object moves or relates to other objects (or people). Another definition is: "A set of handshapes that represent classes of things that share similar characteristics."

Week 55: Classifiers

A classifier is a powerful linguistic tool in ASL. Week 55 deals completely with classifiers. As mentioned in week 54, there is a lot of information to be covered and memorized. As always, practice, practice, practice.

- Signing Online: ASL 104 Lesson 7 and quiz
- Textbook: Chapter 11

ASSIGNMENT:

1. The textbook mentions 21 types of common classifiers. Most classifiers can represent more than one physical characteristic. The precise meaning of a classifier depends upon the context of the sentence in which it is used. Make note-cards of each of the classifiers with some examples on the opposite side.
2. In your notebook, keep track of each of the rules mentioned that deal with classifiers.
3. Chapter 11 in the textbook has some good practice activities. Get together with classmates and go through them until you become comfortable.

Additional Notes:

Becoming familiar with classifiers takes an individual's ASL communication skills to the next level; it allows them to be more expressive and utilize more and more non-verbal cues such as expression and body language to more dynamically express a concept.

Week 56: Sports

Lesson 8 includes a dialog that introduces common phrases used to talk about sports. Included in The East Way Textbook, are signs for sports. Additional signs for sports can be found in Signing Online, Lesson 8.

Next week, the final year project is due. By now it should be completed and in the process of being put online or on a thumb drive.

- Signing Online: ASL 104 Lesson 8 and Quiz
- Textbook: Page 371-380

ASSIGNMENTS:

1. With a partner or by yourself, compose a 1 – 2- minute sketch about sports. It can be about a sport you play or something you have watched on TV. Include some classifiers that were learned from the previous week.

Additional Notes:

Provide class time for students to start working on their assignment. You may want to take a few minutes to review types of sports and how to utilize classifiers within those activities. Encourage students to interact in this part of the lesson and brainstorm/provide input.

Week 57: Review

Review week.

- Signing Online: ASL 104 Lesson 1 - 8

Additional Notes:

Take this time to ask students if they have questions, areas of concern or something they would like to review in preparation for the final.

Week 58: Phrases

This dialog introduces phrases that new signers use to talk about learning ASL. The culture section of this lesson presents examples of Personal Alert systems from the past and how they were used.

- Signing Online: ASL 104 Lesson 9 and quiz
- Textbook: Chapter 7, pg. 211

ASSIGNMENT:

1. The Signing Online website demonstrates phrases that one can use when talking about learning ASL. Use what you have learned to teach someone who doesn't know sign language. Invite some students that are not in sign language and students that are in 1st year sign language, and meet outside of class. Show them some of your favorite signs and have them watch the videos that you made for your final project. Talk about things that you have learned in class and what interests you about ASL.

Additional Notes:

For the assignment, you may decide if you'd like your students to interact with and discuss this topic with friends outside of this class or if you'd like to facilitate a meeting with students from the ASL 1 class.

Week 59: Talk about signing

The final dialog brings to a close the four Signing Online ASL courses. In the culture section of this lesson, the students will learn about personal alert systems of the present.

- Signing Online: ASL 104 Lesson 10 and Quiz

ASSIGNMENT:

1. There are no new assignments for this last week before finals. Go through everything you have learned in the lessons and practice anything that you have found difficult.

Additional Notes:

Week 60: Final Review

Review all lessons from Signing Online ASL 104. Refer to the Textbook for any additional material. Make sure all assignments are handed back to students so they can use it to study.

- Signing Online: ASL 104 Lesson 9 and 10

ASSIGNMENT:

Complete the final exam of ASL 104.

Additional Notes:

As the teacher of this course, reflect on what you liked, didn't like; what you did well and what you'd like to improve upon.