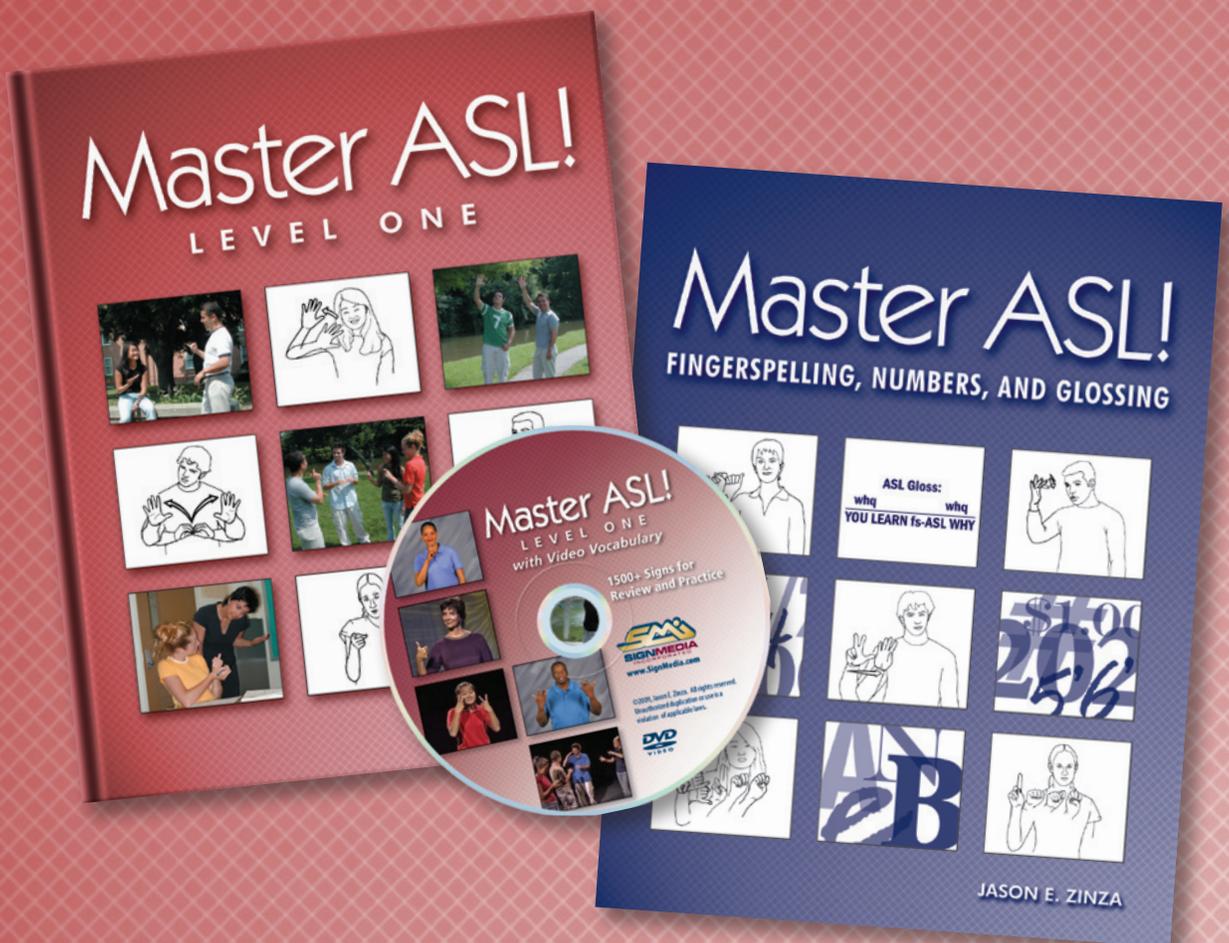


Master ASL! Lesson Guide

Level One



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Using This Document

This Lesson Guide serves as a quick reference to the content and learning objectives of each lesson throughout **Master ASL! Level One**. In many cases one or more lessons may overlap or be taught concurrently.

The primary objective for each lesson is to have students actively communicate—in other words, not simply learn *about* the language, but use it with each other. Structure is introduced as a means to an end rather than becoming a course in comparative ASL-English linguistics. As a teacher, focus on the intended outcomes of each lesson; measure your students' communicative competence by how thoroughly they can communicate, not by how many vocabulary terms they have learned.

Culture is interwoven throughout each lesson. Rather than have students learn about Deaf culture, create situations and opportunities for students to *use* or integrate culture as a natural process of communicating in ASL. Developing situations and opportunities for students to apply Deaf culture to ASL makes for a more meaningful exercise instead of learning about Deaf culture in isolation.

[Notes]

Master ASL! Level One Lesson Guide

Things to Know (Pages xv–xxiv)

Materials in *Things to Know* are intended to provide a basic level of background understanding for beginning students. Teachers may consider having students read part or all of the material outside of class as needed.

Topic	Page	Notes
Eye Contact	xv	Maintaining long periods of eye contact is an exception rather than a rule in most languages. Developing this habit requires students to overcome initial social and/or cultural discomfort. Have students understand the concept that the eyes serve the same function in ASL and Deaf culture as the ears do in spoken languages.
Sign Space	xv	The concept of the sign space will develop as students begin communicating in ASL. If students sign in a constricted sign space, encourage them to make better use of space. Similarly, some students may sign using exaggerated movement; encourage them to develop a tighter sign space.
Dominant/ Non-Dominant Hand	vx	Though there are occasions when a native signer may switch dominant hands during regular discourse (such as expanding information or to emphasize a point) or when one needs to communicate while holding an object, beginning students should quickly settle on signing with one dominant hand. Left-handed students should not force themselves to sign with a dominant right hand and vice versa. However, switching between the two should be discouraged.
Facial Expressions/ Non-Manual Signals	xvi	Throughout Level One, students are encouraged to view facial expressions as the “tone of voice” in ASL communication. Developing comfort with producing and integrating facial expressions takes time, though students can be expected to master specific non-manual signals that convey grammatical information. Some students may demonstrate cultural resistance to facial expressions. Consider working with these students individually or exposing them to materials featuring signers from their same background.
Precision	xvii	There is a difference between making parameter errors and sloppy signing. The former is to be expected by beginning students, while sloppy signing in which multiple parameter errors are repeatedly made despite correction becomes gibberish. Students whose ASL communication is gibberish may require additional parameter drills or individual assistance.
ASL is Not English	xviii	A consistent theme throughout Level One is the distinct separation between ASL and English. Mouthing, voicing, or whispering English while signing is a clear indication that ASL is not being used. Master ASL! focuses on developing ASL skills rather than English-influenced variants.
Fingerspelling Space	xviii	When fingerspelling, students should hold their hand steady with minimal movement. Exceptions exist for certain lexicalized spellings such as “sale” or “bank.” Students should avoid unnecessary and distracting flourishes, bounces, and left- or right-ward movements.
Parameters: Handshape	xix	The 5 Parameters are covered in the introduction as well as in Unit 6. There are advantages and drawbacks to covering the parameters at the beginning of ASL learning or at a later time. Hyperfocusing on the handshape parameter may inhibit natural communication, but students will need clear modeling and feedback to develop handshape clarity.

Topic	Page	Notes
Parameters: Palm Orientation	xix	Palm orientation errors generally reflect a lack of understanding of the sign itself. Students who make palm orientation errors likely need additional practice using the intended sign correctly.
Parameters: Location	xx	While severe location errors disrupt communication, beginning students will make a range of errors as they develop their spatial awareness.
Parameters: Movement	xx	Some movement parameter errors are lexical (i.e., applying a wrong movement to the right sign) while others reflect unnecessary movements. Students who demonstrate repeated movement parameter errors likely need greater opportunities to communicate.
Parameters: Non-Manual Signals/ Facial Expressions	xxi	Formal instruction on the grammatical functions of nonmanual signals is presented throughout Level One. Students are encouraged to develop comfort and familiarity with facial expressions through informal opportunities located in each unit.
Illustration Key	xxi-xxiv	One frustrating element encountered by ASL students is understanding a 3-d sign presented in a 2-d illustration. The illustration key outlines each of the arrows used with the sign art.

General DVD Materials

Fingerspelling and examples of ASL literature can be introduced at the teacher's discretion.

Type	Topic	Notes
Fingerspelling	ASL Manual Alphabet	Despite the possibility that students will rely on fingerspelling to communicate, fingerspelling is introduced early in Master ASL!
	Learning Fingerspelling	The decision of when fingerspelling will be addressed is left to the teacher's discretion.
	How to Fingerspell	Characteristics of poor fingerspelling (bouncy hand, unnecessary movements, and the "typewriter" method) are addressed as an orientation to the fingerspelling space.
	Fingerspelling Double/ Repeated Letters	This simple lesson demonstrates how double or repeated letters are formed in fingerspelling.
	Fingerspelling Names	Cultural conventions covered: (1) Including one's first and last name; (2) Briefly pausing between the first and last name.
ASL Literature	The following examples of ASL literature are introduced at specific points within Level One. However, the teacher may consider introducing them at his/her discretion.	
ABC Story	<i>Deafula</i>	A–Z story about becoming Deaf through an unconventional encounter
Handshape Story	<i>Story Using "5"</i>	A group of friends heads to the movie theatre
Number Story	<i>Symphony/Music</i>	1–10 story about a symphony
ABC Story	<i>Haunted House</i>	A–Z classic story about a frightening experience in a spooky house
ABC Story	<i>The Dressing Room</i>	A–Z story about dressing room mishaps

Unit One Lessons (Pages 1–35)

Lesson	Page	Topic
Lesson 1	4–8	<i>Greetings; Deixis; Eyes on ASL #1: Eye Contact</i> Outcomes: Can exchange and respond to formal and informal greetings; demonstrates variety of responses about one's state of being; uses deixis with eye gaze.
Lesson 2	9–10	<i>Names; Fingerspelling; Eyes on ASL #2: Closing Signals; Eyes on ASL #3: One Word Answers</i> Outcomes: Asks for and provides one's first and last name in the culturally appropriate manner; can fingerspell one's first and last name clearly; uses the closing signal at the end of sentences; responds to questions in a complete sentence; can fingerspell the ASL alphabet.
Lesson 3	11–13	<i>Introducing oneself; Making Introductions</i> Outcomes: Can introduce oneself and mention hearing status; introduces two individuals by name and mentions hearing status.
Lesson 4	14	<i>Deaf Culture Note: Interacting With Deaf People</i> Outcomes: Understands behavioral expectations within the Deaf community regarding attention-getting strategies and use of voice.
Lesson 5	15–18	<i>The Question-Maker; Numbers 1–10</i> Outcomes: Uses the Question-Maker non-manual signal to ask simple yes/no questions; understands differences between questions and statements; demonstrates receptive and expressive understanding of ASL numbers 1–10, including palm orientation for numbers 1–5.
Lesson 6	19–21	<i>Farewells; Making Plans to Meet Again</i> Outcomes: Can express farewells in a variety of forms; adopts the cultural model of mentioning the next time individuals will see each other again.
Lesson 7	22–24	<i>Focus: How Do People Learn ASL?; I Want to Know...</i> Outcomes: Understands ASL was forbidden at schools for the Deaf and gradually gained acceptance in the 1960s and 1970s; gains exposure to several learning strategies; understands ASL and English are distinct and separate languages; practices analyzing the root concepts of English words to determine similar or different ASL concepts; develops awareness of conceptually accurate signs.
Lesson 8	25–32	<i>Non-Manual Signals; Eyes on ASL #4: Head Shake & Head Nod</i> Outcomes: Can apply a variety of facial expressions to signs to modify meaning; integrates appropriate nonmanual signals when responding to yes/no questions; pairs the headshake and head nod non-manual signal with specific vocabulary items.
Journal	33	<i>Personal writing in response to stimulus questions; Internet research</i> Outcomes: Writes short personal essay about previous experiences with Deaf people; analyzes the meaning of a poem written by a Deaf person; hypothesizes about being Deaf; explores well-known Deaf and deaf individuals via technology.
Review	34–35	<i>Error detection and correction of incorrect sentences; applying unit material to communication with a partner</i> Outcomes: Can identify intentional structural errors and correct them; can create authentic communication with a partner.

Unit One DVD Materials

<i>Type</i>	<i>Topic</i>	<i>Notes</i>
Homework Exercise 1 (page 8)	Fingerspelling Names	Explains how to fingerspell one's name in the culturally appropriate manner.
Structure (page 8)	Eyes on ASL #1: Eye Contact	Describes the importance of eye contact in visual communication; when eye contact is broken, communication is disrupted. An example of requesting eye contact is included.
Structure (page 9)	Eyes on ASL #2: Closing Signals	Explains the closing signal as a turn-taking strategy, with examples showing how the closing signal ensures communication flow.
Structure (page 10)	Eyes on ASL #3: Complete Sentences	Compares differences in incomplete and complete sentences in ASL and English. One-word responses are considered incomplete sentences in ASL.
Dialogue (page 13)	<i>Introducing a Friend</i>	Demonstrates a typical interaction where a third person is introduced.
Culture (page 14)	Deaf Culture Note: Interacting With Deaf People	Discusses cultural behaviors, including shoulder-tapping, handwaving, and passing through groups of signers.
Structure (page 15)	ASL Up Close: The Question-Maker	Explains the non-manual signal used to ask yes/no questions, called the Question-Maker. Examples are included.
Dialogue (page 19)	<i>Good-bye</i>	A short dialogue in which two signers state farewell, and mention the next time each will see each other again.
Structure (page 25)	ASL Up Close: Facial Expressions & Non-Manual Signals	Outlines the concept of non-manual expressions and facial expressions as an integral part of ASL communication. Comparison made between facial expressions and tone of voice in spoken communication.
Structure (page 30)	Eyes on ASL #4: Using Yes & No	Explains pairing nonmanual signals with the corresponding sign to create meaning. Using the head nod and headshake with YES and NO is described.

Unit Two Lessons (Pages 37–70)

<i>Lesson</i>	<i>Page</i>	<i>Topic</i>
Narrative	39	<i>My Advice</i> Outcomes: Integrates facial expressions and non-manual signals into communication; demonstrates recognition of prosodic elements; delivers presentational communication appropriate to live or recorded contexts.
Lesson 1	40–44	<i>Asking for Help; Making Clarification; Directionality; WH-Face</i> Outcomes: Can ask for help; can ask for and give clarification of unknown terms; uses the WH-Face nonmanual signal to convey confusion or uncertainty.
Lesson 2	45	<i>Iconicity; Numbers 11–20</i> Outcomes: Recognizes that both ASL and English use gestures as a natural part of communication; understands the concept of iconicity in ASL and identifies iconic and arbitrary signs; demonstrates receptive and expressive understanding of numbers 11–20.
Lesson 3	46–51	<i>Talking About Activities; Classroom Communication</i> Outcomes: Can communicate about various activities and actions; describes common classroom actions; develops understanding of sign variations.
Lesson 4	48	<i>Deaf Culture Note: Labels & Identity</i> Outcomes: Gains awareness of common labels affixed to the Deaf by hearing individuals throughout history; understands that the capitalized form of Deaf is preferred by the Deaf community; explores the concepts of community and culture.
Lesson 5	52–53	<i>Focus: What is deafness? What is Deaf Culture?</i> Outcomes: Understands Deaf as referring to the community of deaf people whose preferred language is ASL; gains exposure to the medical and cultural models' perspectives on being deaf; examines the concept of culture as being the beliefs, behavior patterns, social organizations, and products of a particular group of people.
Lesson 6	54–56	<i>Signed Question Mark; Numbers 21–30</i> Outcomes: Uses the Question Mark when asking openended questions; demonstrates understanding of differences between the Question Mark and other closing signals; can integrate expressive and receptive use of numbers 21–30 into simple communication.
Lesson 7	57–63	<i>Days of the Week; Eyes on ASL #5: When Signs; My Routine Narrative</i> Outcomes: Communicates about the days of the week and simple activities done on those days; can use DO-DO to make inquiries; demonstrates understanding of the sentence structure necessary when communicating about the days of the week; comprehends the information in the My Routine narrative.
Lesson 8	64–67	<i>WH-Signs; Eyes on ASL #6: WH-Signs Go Last</i> Outcomes: Uses WH-Signs to communicate about people and things; demonstrates understanding of the sentence structure necessary when using WH-Signs; comprehends the content of the My Advice narrative.

Lesson	Page	Topic
Journal	68	<i>Personal writing in response to stimulus questions; analysis of Deaf art; individual creative expression</i> Outcomes: Writes a short personal reflection and analysis of Ann Silver's artwork, A Century of Difference; engages in creating art about labels; writes an argumentative essay on the concept of disability and handicapped as applied to Deaf people.
Review	34–35	<i>Error detection and correction of incorrect sentences; analyzing iconicity and arbitrariness of signs; synthesizing understanding of ASL structure</i> Outcomes: Can identify intentional structural errors and correct them; can examine signs for iconicity; explains ASL structure in the students' own words.

Unit Two DVD Materials

Type	Topic	Notes
Main Narrative (page 39)	<i>My Advice</i>	Applies the Question-Maker, WH-Face, head nod, and head shake nonmanual signals to a discussion about learning ASL and culturally appropriate ways of interacting with ASL users.
Dialogue (page 40)	<i>I Have a Question</i>	The directional functions of asking for help and clarification are addressed.
Structure (page 42)	ASL Up Close: The WH-Face	Compares the functions of the Question-Face (yes/no questions) with the WH-Face (wh-signs or to display confusion or uncertainty). Examples of how NMS alter UNDERSTAND are included.
Dialogue (page 43)	<i>I Don't Understand</i>	One signer asks another to define an unknown sign, and then requests further clarification.
Structure (page 59)	Eyes on ASL #5: When Signs Come First	Explains the specific sentence structure used when communicating with When signs. Examples are provided.
Minor Narrative (page 60)	<i>My Routine</i>	Kris describes what she does on various days of the week.
Structure (page 64)	Eyes on ASL #6: WH-Sentence Structure	A comparison of how ASL and English differ in their treatment of WH words. Unlike English, ASL structure requires WH signs to appear at the end of a sentence. Examples are provided.

Unit Three Lessons (Pages 71–114)

<i>Lesson</i>	<i>Page</i>	<i>Topic</i>
Narrative	73	<i>Where Are You From?</i> Outcomes: Integrates Question-Maker and WH-Face non-manual signals into communication; uses WHY to introduce comments; demonstrates recognition of prosodic elements; delivers presentational communication appropriate to live or recorded context.
Lesson 1	74–80	<i>Exchanging Background Information; States & Provinces; Sharing Interests</i> Outcomes: Can ask for and give personal background information (where live; from; born); can explain the state or province one lives in, and identify several neighboring areas; communicates about geographical information; shares interests and activities.
Lesson 2	81–85	<i>Names of Cities and Towns; Numbers 31–100</i> Outcomes: Can ask for and give the name of the town or city one lives in; identifies neighboring cities and their proximity; communicates about various cities around North America; demonstrates receptive and expressive understanding of numbers 11–20.
Lesson 3	84	<i>Deaf Culture Note: Name Signs</i> Outcomes: Understands differences between arbitrary and descriptive name signs; understands the cultural value of earning a name sign through interacting with the Deaf community.
Lesson 4	86–87	<i>Focus: Is Sign Language Universal?</i> Outcomes: Identifies differences between ASL, Japanese Sign Language, French Sign Language and Chinese Sign Language; understands ASL is not universal; investigates the use of Gestuno or International Sign Language.
Lesson 5	88–91	<i>Topic-Comment Structure; Numbers 100–999</i> Outcomes: Communicates using topic-comment structure; uses WHY to add detail; analyzes sentences to identify the topic and related comment; demonstrates receptive and expressive understanding of numbers 100–999.
Lesson 6	92–97	<i>Possessive Signs; Colors; Discussing Favorites; Email and Internet</i> Outcomes: Incorporates possessive signs into communication; identifies colors and color combinations; communicates about favorite activities and entertainment; can ask for and exchange email addresses.
Lesson 7	98–102	<i>Addresses & Telephone Numbers; Eyes on ASL #7: Numbers 1–5</i> Outcomes: Asks for and exchanges addresses and telephone numbers; integrates finger-spelling in context; understands the function of videophones; uses palm orientation for numbers 1–5 appropriately in different contexts.
Lesson 8	103–108	<i>The Calendar; Seasons; Major Holidays</i> Outcomes: Communicates about calendar events such as birthdays, holidays, and seasons.
Lesson 9	109–111	<i>Weather</i> Outcomes: Communicates about the state of weather; integrates facial expressions corresponding to weather.

Lesson	Page	Topic
Journal	112	<i>Personal writing in response to stimulus questions; engaging in argumentative and/or persuasive writing</i> Outcomes: Writes a personal reflection and hypothesizes about life as a Deaf person; engages in argumentative and/or persuasive writing on a controversial topic.
Review	113–114	<i>Error detection and correction of incorrect sentences; engaging in authentic communication with a partner; comparing the functions between three non-manual signals</i> Outcomes: Can identify intentional structural errors and correct them; communicates with a partner using unit vocabulary and structures.

Unit Three DVD Materials

Type	Topic	Notes
Main Narrative (page 73)	<i>Where Are You From?</i>	The WH-Face and geographic place names are included in this anecdote about a favorite vacation place.
Dialogue (page 74)	<i>Where Are You From?</i>	Two signers exchange background information about different places.
Dialogue (page 81)	<i>Where is That?</i>	Clarification is made of an unknown sign for a place name that appears while communicating.
Dialogue (page 98)	<i>What is Your Address?</i>	An address and telephone number are modeled.
Structure (page 99)	Eyes on ASL #7: ASL Numbers 1–5	Explains that the palm orientation of numbers 1–5 is contextually based. Examples of telephone numbers and addresses are included.

Unit Four Lessons (Pages 119–163)

Lesson	Page	Topic
Narrative	121	<i>What's Your Family Like?</i> Outcomes: Cycles through the Question-Maker, WH-Face, and other non-manual signals based on content; communicates about family members using the Listing & Ordering Technique; demonstrates recognition of prosodic elements; delivers presentational communication appropriate to live or recorded contexts.
Lesson 1	122–129	<i>Family; Gender Distinction; Coda Family Members</i> Outcomes: Communicates about family composition and size; includes the cultural feature of mentioning family connections with Deaf; includes gender-based signs as necessary; understands the hybrid role of coda family members.
Lesson 2	130–133	<i>Contrastive Structure; Eyes on ASL #8: Shoulder-Shifting</i> Outcomes: Incorporates contrastive structure to distinguish between one, two, or three points or details when describing family; uses Shoulder-Shifting when signing about more than one person or object.
Lesson 3	134	<i>Deaf Culture Note: Deaf Family Dynamics</i> Outcomes: Understands that many Deaf people grow up in families with limited communication; appreciates the reasons why a Deaf person may ask of a hearing individual, “Why are you learning ASL?”
Lesson 4	134–137	<i>Signing Age; Eyes on ASL #9: The Age-Spot</i> Outcomes: Communicates about age using the Age-Spot; integrates the Rule of 9 for the appropriate age numbers; can identify age signs in both formats; can express age signs using at least one of the dominant formats.
Lesson 5	138–143	<i>Listing & Ordering Technique; Life Events; My Family Narrative</i> Outcomes: Can communicate multiple details about one or more individuals or events using the Listing & Ordering Technique; discusses major life events and corresponding ages when those events occur; comprehends the content of the My Family narrative.
Lesson 6	140–141	<i>Focus: The Deaf Experience and the Arts</i> Outcomes: Gains exposure to a variety of art produced by Deaf artists, including painting, theatre, and sculpture; understands the recurring motif of the hands in Deaf art.
Lesson 7	144–149	<i>Friends & Relationships; Friendship Patterns in the Deaf Community; Plural form of To Go</i> Outcomes: Communicates about friends and relationships; understands the origin and value of life-long friendships between Deaf individuals; incorporates the plural form of to go as needed while communicating.
Lesson 8	150–151	<i>I Want to Know... How Do I Fix Mistakes?</i> Outcomes: Integrates self-correction strategies while communicating, including OOPS, UM, and WAVE-NO; understands one does not need to “erase” signs or incorporate unnecessary exaggeration when making a correction.
Lesson 9	152–155	<i>Pronouns & Number; Eyes on ASL #10: Pronoun Agreement</i> Outcomes: Can incorporate pronouns into communication; understands the concept of pronoun and number agreement; modifies pronoun use according to the context.

Lesson	Page	Topic
Lesson 10	156–160	<i>Describing Physical & Personal Qualities; Friends Narrative</i> Outcomes: Communicates about the physical and personal characteristics of friends and other individuals; integrates facial expressions with specific qualities; comprehends the material in the Friends narrative.
Journal	161	<i>Personal writing in response to stimulus questions; engaging in argumentative and/or persuasive writing</i> Outcomes: Writes a personal reflection and hypothesizes about life as a coda; engages in argumentative writing on whether it is easier or harder to be Deaf with hearing parents or Deaf with Deaf parents; forms a persuasive argument about using ASL with Deaf babies; analyzes and critiques Ann Silver’s Cliff’s Notetakers: Deaf Culture artwork.
Review	162–163	<i>Error detection and correction of incorrect sentences; engaging in presentational communication</i> Outcomes: Can identify intentional structural errors and correct them; uses the imagination to communicate about a family; applies ASL structure to English sentences.

Unit Four DVD Materials

Type	Topic	Notes
Main Narrative (page 121)	<i>What’s Your Family Like?</i>	Sean delivers a brief explanation of his family members by using the Listing & Ordering Technique, and mentions some favorite family activities.
Structure (page 131)	ASL Up Close: Using Shoulder-Shifting	Explains the concept of using the Shoulder-Shift to separate or organize information by orienting the shoulders towards a different space. An incorrect and correct example is included.
Structure (page 131)	Eyes on ASL #8: Shoulder-Shifting	An additional example to emphasize the use of Shoulder-Shifting.
Structure (page 134)	Eyes on ASL #9: Signing Age	Explains the concept of the Age-Spot, the location on the chin where age signs originate. Examples are included.
Structure (page 135)	ASL Up Close: The Age Spot	Expands explanation on the two formats age numbers can take, and highlights the exceptions. Examples are included.
Structure (page 138)	ASL Up Close: Listing & Ordering Technique	Compares the concept of “and” as used in ASL and English. Rather than using a sign to separate information, ASL uses the Listing & Ordering Technique to maintain spatial organization. Examples are included.
Minor Narrative (page 143)	<i>My Family</i>	In this anecdote, Kris explains that she is from a Deaf family, and mentions changes in ASL over time by comparing the different signs for TELEPHONE used by her great grandparents and herself.
Structure (page 150)	I Want to Know... How Do I Fix Mistakes?	An example of an acceptable way to correct a mistake.
Structure (page 153)	Eyes on ASL #10: Pronoun Agreement	An explanation of pronouns in ASL. Examples are included.

Type	Topic	Notes
Structure (page 153)	ASL Up Close: Pronouns & Number	A comparison of how pronouns and number appear in communication in both ASL and English. Examples are included.
Minor Narrative (page 158)	<i>Friends</i>	Kelley describes her friendships with Leon and Rae.

[Notes]

Unit Five Lessons (Pages 165–207)

Lesson	Page	Topic
Narrative	167	<i>Where Do You Go to School?</i> Outcomes: Incorporates Shoulder-Shifting into communication; includes a variety of non-manual signals and facial expressions based on content; demonstrates recognition of prosodic elements; delivers presentational communication appropriate to live or recorded contexts.
Lesson 1	168–171	<i>Places Around Campus</i> Outcomes: Incorporates real-world orientation when mentioning a specific location; can communicate about places around campus; gives simple directions.
Lesson 2	171–178	<i>School Personnel; The Agent Marker; More Places Around Campus</i> Outcomes: Communicates about school personnel; integrates the Agent Marker as needed when communicating; gives simple directions to specific school locations.
Lesson 3	179–191	<i>Education; Coursework; Initialization; Signing Grades</i> Outcomes: Can communicate about elementary, secondary, and post-secondary education; discusses coursework and majors; understands the concept of initialization as applied to mathematical terms; can communicate about grades.
Lesson 4	186–187	<i>Focus: Deaf Education... Decisions & Controversies</i> Outcomes: Understands the historical and social importance of schools for the Deaf; describes differences between education philosophies that affect Deaf individuals.
Lesson 5	190	<i>Deaf Culture Note: Gallaudet University</i> Outcomes: Understands the unique place Gallaudet University holds in Deaf culture; gains awareness of how Gallaudet differs from other universities.
Lesson 6	192–198	<i>Classifiers (CL: 1, CL: \wedge, CL: 3); Eyes on ASL #11: Identifying Classifiers; The Accident Narrative</i> Outcomes: Incorporates simple classifiers into communication; understands the concepts of CL: 1, CL: \wedge , and CL: 3; can modify classifier meanings by altering sign execution; comprehends the material in the <i>Accident</i> narrative.
Lesson 7	199–204	<i>Time; Eyes on ASL #12: Time Signs; Multiple Meanings</i> Outcomes: Can communicate on topics that include or refer to time; understands the structure of time signs; gains awareness of conceptual accuracy and multiple meanings.
Journal	205	<i>Personal writing in response to stimulus questions; engaging in argumentative and/or persuasive writing; Internet research</i> Outcomes: Writes a personal reflection and hypothesizes about ramifications of the “hidden disability” of being Deaf; engages in argumentative and/or persuasive writing regarding the manual/oral controversy in Deaf education; researches major events and concepts in Deaf culture.
Review	206–207	<i>Error detection and correction of incorrect sentences; engaging in presentational communication</i> Outcomes: Can identify intentional structural errors and correct them; makes coursework suggestions based on interests; describes pictures using simple classifiers to convey speed, motion, direction, and events.

Unit Five DVD Materials

Type	Topic	Notes
Main Narrative (page 167)	<i>Where Do You Go to School?</i>	Marc describes his current coursework, why he enjoys attending a school for the Deaf, and some of his activities in this anecdote.
Dialogue (page 168)	<i>Places Around Campus</i>	Simple directions are given to a student looking for a campus location.
Dialogue (page 179)	<i>What Are You Studying?</i>	Two students discuss their current coursework.
ASL Literature (ABC Story)	<i>Deafula</i>	A classic ABC story about an unconventional way of becoming Deaf. Demonstrates multiple innovative uses of classifiers.
ASL Literature (Handshape Story)	<i>Story Using "5"</i>	A simple story about going to the movies. Includes several examples of classifiers.
ASL Literature (Number Story)	Symphony/Music	This 1-10 number story demonstrates how the same or similar classifiers may have different meanings based on context and use.
Structure	<i>Eyes on ASL #11: Identifying Classifiers</i>	Explains the need to identify what the classifier represents before using it. An example of incorrect and correct usage is included.
Minor Narrative (page 197)	<i>The Accident</i>	Sean describes an auto accident he witnessed.
Structure	Eyes on ASL #12: Signing Time	Explains how time signs are formed by using the Time Spot. Explanation includes hours, minutes, and mixed times. Examples are included.
Structure	ASL Up Close: Using the Time Spot	Students are asked to sign a variety of times as shown.

Unit Six Lessons (Pages 209–246)

Lesson	Page	Topic
Narrative	211	<i>The Storytelling Competition</i> Outcomes: Incorporates a tense marker; includes a variety of non-manual signals and facial expressions based on content; demonstrates recognition of prosodic elements; delivers presentational communication appropriate to live or recorded contexts.
Lesson 1	212–223	<i>Sports & Recreational Activities</i> Outcomes: Communicates about sports and recreational activities; uses DURING when generalizing about time frames; incorporates EXPERIENCE and FINISH when communicating about activities.
Lesson 2	224	<i>The Five Parameters of ASL</i> Outcomes: Understands the form and function of the five parameters of ASL as a whole; identifies and corrects parameter errors.
Lesson 3	225–230	<i>Classifiers (CL: 5, CL: Bent V, CL: B, CL: Base B)</i> Outcomes: Integrates classifiers into communication about people, animals, and objects.
Lesson 4	226–227	<i>Focus: The Literature of American Sign Language</i> Outcomes: Understands the concept of oral literature as applied to ASL; gains awareness of the major forms of literature presented in ASL; distinguishes between ASL literature and literature written in English or other languages by Deaf authors.
Lesson 5	231	<i>ASL Tenses; Eyes on ASL #12: Tense Markers</i> Outcomes: Understands the function of tense markers on the ASL timeline to create and distinguish tenses; communicates with time markers using the necessary structure.
Lesson 6	232–235	<i>The Past Tense; Dummy Hoy Narrative</i> Outcomes: Communicates in the past tense; integrates past tense time markers as needed; comprehends the content of the Dummy Hoy narrative.
Lesson 7	236–239	<i>The Future Tense</i> Outcomes: Can communicate in the future tense; integrates future tense markers as needed.
Lesson 8	240–243	<i>The Rule of 9; Tense & Number</i> Outcomes: Applies the Rule of 9 to create duration with age, time, days, weeks, and months; incorporates tense with number to communicate about events occurring more than one week, month, or year in the past or future.
Journal	244	<i>Personal writing in response to stimulus questions; engaging in reflective writing; creation of literature; Internet research</i> Outcomes: Writes a personal reflection on the Deaflympics, the cultural value of literature, and professional Deaf athletes; researches athletic and literary achievements by various individuals.
Review	245–246	<i>Using classifiers in presentational communication; applying tense markers when communicating</i> Outcomes: Can understand the content of <i>The Storytelling Competition</i> narrative and respond to questions; uses the past tense to describe an event; uses tense markers to indicate when something occurred or will occur; can tell simple stories using classifiers.

Unit Six DVD Materials

Type	Topic	Notes
Main Narrative (page 211)	<i>The Storytelling Competition</i>	Kris describes an upcoming Deaf event in which she will participate by telling stories.
Dialogue (page 212)	<i>After School</i>	Two signers communicate about what they do after class.
ASL Literature (page 227) (ABC Story)	<i>The Haunted House</i>	This well-known ABC story is a classic with all ages.
Structure (page 231)	Eyes on ASL #13: Tense Markers	How to form, use, and transition between ASL tenses is explained, with examples comparing the present, past, and future tenses.
Minor Narrative (page 235)	<i>Dummy Hoy</i>	Features the achievements of Dummy Hoy and his influence on professional baseball.
Bonus Dialogue (DVD only)	<i>Going Away</i>	Two signers communicate about the duration of a planned visit.

Unit Seven Lessons (Pages 253–290)

<i>Lesson</i>	<i>Page</i>	<i>Topic</i>
Narrative	255	<i>What's Your Routine?</i> Outcomes: Incorporates recurring days; includes a variety of non-manual signals and facial expressions based on content; demonstrates recognition of prosodic elements; delivers presentational communication appropriate to live or recorded contexts.
Lesson 1	256–261	<i>Daily Routines</i> Outcomes: Communicates about activities done every afternoon, morning, evening, week, and year; can explain one's personal morning routine; describes a typical evening routine.
Lesson 2	262–266	<i>Spatial Organization; Eyes on ASL #14: Grouping; Activities Narrative</i> Outcomes: Incorporates spatial organization and grouping into communication about routines; comprehends the content of the Activities narrative.
Lesson 3	267–269	<i>Personal Hygiene; Frequency</i> Outcomes: Incorporates frequency into communicating about personal hygiene and care; understands the classifier basis of many hygiene-related signs.
Lesson 4	270–274	<i>Household Activities; Noun-Verb Pairs</i> Outcomes: Communicates about various activities and responsibilities around the home; understands the relationship between noun-verb pairs and their use.
Lesson 5	275–282	<i>Clothing; ASL Up Close: Describing Clothing; Multiple Meanings</i> Outcomes: Communicates about different types of clothing; discusses the best type of clothing to wear for various kinds of weather; comprehends the topic-comment format for describing clothing; investigates the context of signs to determine their meaning.
Lesson 6	276–277	<i>Focus: The Sign Language Continuum</i> Outcomes: Understands differences between ASL, Pidgin Signed English (PSE) and other manual codes; understands the impact manually coded English has had on ASL.
Lesson 7	281	<i>Deaf Culture Note: Turn-Taking & Exchanging Information</i> Outcomes: Integrates communication strategies to ensure clear communication; applies a variety of turn-taking strategies while communicating.
Lesson 8	283–287	<i>Describing Clothing; Classifiers (CL: C)</i> Outcomes: Communicates about how clothing items look, distinguishing details, and their sizes; uses classifiers to describe clothing details; understands how classifiers are used as prepositions.
Journal	288	<i>Personal writing in response to stimulus questions; engaging in reflective, persuasive, and/or argumentative writing; art analysis; Internet research</i> Outcomes: Writes an essay on perceptions of ASL; discusses the pros and cons of closed captioning; analyzes Ann Silver's artwork Deaf Pride; researches various forms of captioning and differences between pidgin and creole languages.
Review	289–290	<i>Engaging in simple storytelling based on pictures; describing clothing; explaining schedules</i> Outcomes: Can understand the content of the <i>What's Your Routine?</i> narrative and respond to questions; describes simple household activities; communicates about daily and/or monthly routines; describes clothing.

Unit Seven DVD Materials

<i>Type</i>	<i>Topic</i>	<i>Notes</i>
Main Narrative (page 255)	<i>What's Your Routine?</i>	Kelly describes her weekly schedule, including activities and the times those activities begin and end.
Dialogue (page 256)	<i>Where Are You Going?</i>	Two signers communicate about afternoon activities.
Structure (page 262)	Eyes on ASL #14: Spatial Organization	Explains the use of Shoulder-Shifting to group or organize information. Examples are included.
Minor Narrative (page 266)	<i>Activities</i>	Kris describes her daily routine.
Structure (page 280)	ASL Up Close: Describing Clothing: <i>The Ball Gown</i>	Kris recollects about the clothing and people at a formal event.
Structure (page 281)	Turn-Taking & Exchanging Information	Explains a variety of turn-taking strategies used within ASL discourse.

Unit Eight Lessons (Pages 291–321)

<i>Lesson</i>	<i>Page</i>	<i>Topic</i>
Narrative	293	<i>My Grandfather</i> Outcomes: Includes physical and personality characteristics to describe an individual; includes a variety of non-manual signals and facial expressions based on content; demonstrates recognition of prosodic elements; delivers presentational communication appropriate to live or recorded contexts.
Lesson 1	294–296	<i>Describing the Body; Eyes on ASL #15: Physical Descriptions</i> Outcomes: Can describe an individual in detail; understands the sequence of physical descriptions; understands the cultural value of being descriptive.
Lesson 2	297–300	<i>Describing Ethnicity</i> Outcomes: Incorporates ethnicity when relevant to communicating about an individual; understands common alternatives to ethnicity signs.
Lesson 3	299	<i>Deaf Culture Note: Deaf Native Americans</i> Outcomes: Gains appreciation of the rich history of Deaf Native Americans; understands ASL has borrowed signs from native sign languages.
Lesson 4	301–306	<i>Describing Hairstyles; A Good Hair Day? Narrative</i> Outcomes: Communicates about hairstyles by using classifiers when needed; understands the visual elements of classifiers; comprehends the content of the <i>A Good Hair Day?</i> narrative.
Lesson 5	304–305	<i>Focus: Sometimes Normal, Sometimes Disabled, Sometimes Handicapped?</i> Outcomes: Understands the negative connotations of disabled and handicapped; compares perspectives of the Deaf themselves with that of the hearing world; examines Deaf Blind issues and experiments with tactile signing.
Lesson 6	307–311	<i>Describing Characteristics; My Friend Tara Narrative</i> Outcomes: Communicates about the personality characteristics of friends and other individuals; compares differences between what Deaf and hearing individuals tend to do; comprehends the content of the My Friend Tara narrative.
Lesson 7	312–316	<i>Health; Location Changes Influence Meaning</i> Outcomes: Communicates about personal health and health issues; applies location changes to modify meaning of CL: 4.
Lesson 8	316–318	<i>The Natural World</i> Outcomes: Describes topographical features as part of communicating about the natural world; integrates classifiers when describing nature.
Journal	319	<i>Personal writing in response to stimulus questions; engaging in reflective, persuasive, and/or argumentative writing; Internet research</i> Outcomes: Writes a personal response about the “invisible disability”; hypothesizes about political correct speech; reflecting on interacting with a deaf doctor; writing a persuasive essay about whether labels such as handicapped or disabled apply to the Deaf; researches various organizations and minority groups within Deaf culture.

Lesson	Page	Topic
Review	320–321	<i>Engaging in simple storytelling based on pictures; describing clothing; explaining schedules</i> Outcomes: Can understand the content of the <i>What's Your Routine?</i> narrative and respond to questions; describes simple household activities; communicates about daily and/or monthly routines; describes clothing.

Unit Eight DVD Materials

Type	Topic	Notes
Main Narrative (page 293)	<i>My Grandfather</i>	Sean describes his grandfather's physical and personality characteristics.
Structure (page 294)	Eyes on ASL #15: Physical Descriptions	Explains the sequence of describing physical characteristics. Two examples are provided.
Minor Narrative (page 303)	<i>A Good Hair Day?</i>	Kelly describes the pros and cons of working as a hairstylist.
Classroom Exercise J (page 303)	<i>What I Look Like</i>	Kelly describes her physical features, ethnicity, and clothing.
Minor Narrative (page 310)	<i>My Friend Tara</i>	Sean describes the personality characteristics of his friend Tara.
Dialogue (page 312)	<i>How Are You Feeling?</i>	This dialogue features two signers discussing a health concern.
Unit 8 Review (page 321)	<i>What I Look Like*</i> *Found in the Eyes on ASL #15 section	Marc describes his physical features and clothing.

Unit Nine Lessons (Pages 329–360)

<i>Lesson</i>	<i>Page</i>	<i>Topic</i>
Narrative	331	<i>What's Your Hometown Like?</i> Outcomes: Integrates transitions between thoughts; includes a variety of non-manual signals and facial expressions based on content; demonstrates recognition of prosodic elements; delivers presentational communication appropriate to live or recorded contexts
Lesson 1	332-335	<i>Housing; Places Around the House; Using HAVE</i> Outcomes: Communicates about housing options; can explain the type and number of rooms in a house; uses HAVE to elicit information.
Lesson 2	336–338	<i>Spatial Visualization; Eyes on ASL #16: Signer's Perspective</i> Outcomes: Engages in spatial visualization when describing the interior of a house or other building; can visualize descriptions from the signer's perspective.
Lesson 3	339–346	<i>Community Locations; Classifiers (CL: Claw)</i> Outcomes: Can communicate about places around the community; incorporates CL: Claw to give approximate locations or proximity of buildings or objects.
Lesson 4	342–343	<i>Focus: The Deaf and Hearing Worlds</i> Outcomes: Understands that the Deaf and hearing worlds are coming closer in various ways, increasing visibility and acceptance of Deaf people and ASL; understands the influence of film, media, and television on bringing exposure to Deaf culture.
Lesson 5	346	<i>Deaf Culture Note: Collective Values</i> Outcomes: Understands the concept of collective cultures; identifies elements of collectivism in Deaf culture; contrasts individualism and collectivism.
Lesson 6	347–351	<i>Money; Eyes on ASL #17: Dollar Twist; Eyes on ASL #18: Money Spot; Lost & Found? Narrative</i> Outcomes: Communicates about money and prices; integrates the Dollar Twist and Money Spot as needed when using money signs; comprehends the content of the <i>Lost & Found?</i> narrative.
Lesson 7	352–357	<i>Transportation; Classifiers (CL: Bent V); My Commute Narrative</i> Outcomes: Can communicate about various transportation methods and options; integrates CL: Bent V into communicating about taking transportation; comprehends the content of the <i>My Commute</i> narrative.
Journal	358	<i>Personal writing in response to stimulus questions; engaging in reflective, persuasive, and/or argumentative writing; analysis of Deaf art</i> Outcomes: Writes a personal response about Deaf peddlers, and/or an argumentative essay about the Deaf World; examines current challenges to ASL today, based on Mary Thornley's painting, <i>Milan, Italy, 1880</i> .
Review	359–360	<i>Engaging in simple storytelling based on pictures; describing clothing; explaining schedules</i> Outcomes: Can communicate about the cost of various items; creates short stories involving community locations; can describe where places and objects are located in the community.

Unit Nine DVD Materials

<i>Type</i>	<i>Topic</i>	<i>Notes</i>
Main Narrative (page 331)	<i>What's Your Hometown Like?</i>	Marc discusses the benefits and drawbacks of living in a large city.
Structure (page 336)	ASL Up Close: Spatial Visualization	Marc describes the exterior and interior of his home.
Structure (page 337)	Eyes on ASL #16: Signer's Perspective	Explains how to describe a house from the signer's perspective, rather than from a bird's-eye view. Two examples are contrasted.
Structure (page 344)	ASL Up Close: Using CL: Claw	Sean describes the area around his house using CL: Claw.
Structure (page 348)	Eyes on ASL #17: Dollar Twist	Explains how number signs are changed into monetary amounts with the Dollar Twist. Also explains how to sign mixed monetary amounts. Examples are included.
Structure (page 348)	Eyes on ASL #18: Money Spot	Explains how the Money Spot changes number signs into monetary amounts. Examples are included.
Minor Narrative (page 350)	<i>Lost & Found?</i>	Kelly describes the contents of a missing backpack and asks for help.
Dialogue (page 352)	<i>How Do You Get Here?</i>	Two signers discuss how they arrive to a certain location.
Minor Narrative (page 355)	<i>My Commute</i>	Kris describes her different commutes to and from school, and what she does during inclement weather.

Unit Ten Lessons (Pages 361-384)

Lesson	Page	Topic
Narrative	363	<i>Making Plans</i> Outcomes: Integrates of a variety of non-manual signals to convey grammar, emphasis, and topicalization into communication; incorporates listing techniques and lexicalized fingerspelling as needed; delivers presentational communication appropriate to live or recorded contexts.
Lesson 1	364–370	<i>Occupations and Fields of Study; Using To Be; Discussing Future Plans</i> Outcomes: Can communicate about jobs and employment; explains specific duties associated with different occupations; applies the Agent Marker as needed; uses BECOME appropriately when communicating about future wants and plans.
Lesson 2	371–377	<i>Foods</i> Outcomes: Communicates about favorite and least favorite foods; discusses the costs of food items and shopping on a budget; incorporates accurate fingerspelling of food items into communication.
Lesson 3	378–381	<i>Animals; Descriptive Classifiers; The San Diego Zoo Narrative</i> Outcomes: Can communicate about physical and behavioral characteristics of various animals; applies fingerspelling for species clarification as needed; integrates classifier usage into physical descriptions; comprehends the <i>The San Diego Zoo</i> narrative.
Journal	382	<i>Personal writing in response to stimulus questions.</i> Outcomes: Writes argumentative essay on the use of guide dogs; writes a personal essay on the value of ASL in the business world; analyzes the meaning of a poem written by a Deaf person.
Review	383–384	<i>Comprehension Questions; Synthesizing Information; Communicating About Occupations; Making Concrete Plans; Delivering Narratives</i> Outcomes: Comprehends material presented in ASL; can create authentic communication with a partner; engages in basic English-to-ASL interpretation.

Unit Ten DVD Materials

Type	Topic	Notes
Main Narrative (page 363)	<i>Making Plans</i>	Integrates transitions between topics and applies the Listing & Ordering Technique, topicalization, and prosodic elements to a discussion of upcoming activities.
Dialogue (page 364)	<i>Do You Have a Job?</i>	A short dialogue in which two signers communicate about current and prospective employment.
Minor Narrative (page 381)	<i>The San Diego Zoo</i>	Sean shares details about his recent family trip to a famous zoo, integrating descriptive classifiers into his comments about various animals.
Dialogue (page 384)	<i>Why Work?</i>	A variation of the <i>Do You Have a Job?</i> dialogue. Two signers communicate about past, current, and prospective employment.