Wilton High School
American Sign Language II

Recognizing a diverse student population, the Department of World Languages has designed a program that respects each student's interests, abilities, and goals. At the same time, the program acknowledges the common need of all students to think critically and communicate effectively through signing, listening, reading and writing. Content is aligned with ACTFL Standards for ASL.

Core Text: Signing Naturally (Units 7-10) and teacher created materials

Unit/Topics	Students will:	Students will be able to:
Unit 7: Describing People and Things	• Identify a person by body position, appearance and clothing • Fingerspell clothing-related words • Guess numbers (0-100) • Describe an item and tell what it is made of • Ask/tell how many • Describe an item that is lost • Sign year numbers • Learn levels and types of hearing loss • Practice comprehension: Family Portrait • Improve fluency by retelling a story	• Identify a person in a room, add another description to confirm, ask to relay a message to that person • Produce correct form and movement for clothing-related words • Increase fluency in producing numbers 0-100 • Follow a sequence to describe an item • Use appropriate signs to translate English sentences with have • Correctly translate English sentences with spatial verbs to show agreement with established places • Greet others, say goodbye • Practice dialogue in ASL for 5 minutes (no voice)

Unit/Topics	Students will:	Students will be able to:
Unit 8: Describing Places	• Learn areas around the school • Learn to give directions • Review signer's perspective • Describe exterior and interior parts of housing • Learn rules for numbers and telling time • Practice signing phone numbers • Practice presentations skills • Practice comprehension: The Elevator Story • Retell a story and change the details of a story	• Tell a friend how to get to a location in WHS • Produce correct form and movements for fingerspelling months and phone numbers • Modify verb to agree with subject and object • Analyze how Deaf-friendly a location is • Use correct word order when translating from English to ASL • Use different strategies to ask for a sign • Comprehend directions from the perspective of the signer • Summarize the details of a story • Interrupt politely to explain why late or have to leave early

Unit/Topics	Students will:	Students will be able to:
Unit 9: Around the Community	• Narrate a neighborhood • Narrate about Wilton High School and a personal neighborhood • Practice signer's perspective • Give directions located at or near corners • Practice facial markers to tell how far/close • Describe a restaurant • Describe where to turn when giving directions • Suggest a restaurant • Give directions with a perspective shift • Research and present about accessible technology options • Practice comprehension: Stop the Traffic	• Repeat descriptions of neighborhoods • Give signs and names for types of business • Narrate about school and own neighborhood using a rhetorical question as a transition and maintaining spatial agreement • Give directions to places using know and weak hand to maintain the location of a corner • Translate yes/no questions following word order (time, location, topic, end with question) • Describe a restaurant using descriptive, locative and element classifiers • Use when clause with landmarks, intersections, corners or places before telling where to turn • Use perspective shift to complete directions • Use mouth morphemes to indicate distance • Re-tell Stop the Traffic story

Unit/Topics	Students will:	Students will be able to:
Unit 10: Food/Restaurants	• Learn food vocabulary • Discuss pricing • Learn the Rule of 9 • Learn to give opinions about food • Learn more Wh-word questions (happen) • Present how to make a favorite recipe • Comprehension: The Candy Bar • Summarize a story: Deaf Chef Josh	• Ask others about and tell about their favorite meals • Ask/tell cost of items • Apply the Rule of 9 to money • Translate wh-questions following word order • Give opinion, describe situation to support opinion, correct information and give explanation • Interrupt a conversation, ask to hold on, explain the distraction and resume the conversation • Make plans (Invite others to a restaurant) • Accept/decline an invitation • Appropriately use temporal aspect with verbs • Conduct a conversation about a restaurant for at least 5 minutes (in ASL)