ASL at Work Curriculum

- Began development in 2001
- Wanted curriculum developed for persons working with Deaf and Hard of Hearing people
- Developed from the “ground up”
- Collaborative working team
- Currently used in:
  - Faculty/Staff Sign Language Education Program
  - Interpreting Education Program
  - Deaf Studies Program
  - College of Liberal Arts
  - Masters of Science in Secondary Education of the Deaf
  - Masters of Science in School Psychology – Deaf & Hard of Hearing Students
Curriculum Team

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Design Features

• Focus is on work and social communication needs of persons who work with Deaf people.

• Instructional strategies engage students in interactive, meaningful dialogue as a primary approach.

• Materials and strategies support receptive and expressive ASL skills development, beginning with short question/answer interactions and continuing toward narrative responses with increasing length and complexity.

• Emphasis is on communication, with language knowledge supporting language use.
• Direct, immersion language teaching method, with consistent use of ASL structures, is used for classroom instruction, with outside-of-class materials supporting cognitive learning needs.

• Grammatical principles and cultural language behaviors are demonstrated and practiced through modeling by teachers and through video support materials.

• A mastery learning model is followed.

• Receptive and expressive skills are developed from the beginning of instruction, with emphasis on mastery of receptive skills preceding mastery of expressive skills.
• Fingerspelling skills development is included as a natural part of ASL use.

• Cultural awareness and appropriate communication behaviors are developed as a natural part of classroom interaction and through explanations in print.

• Curriculum is student-centered and flexible to allow adaptation to differing student populations and communication needs within the structure and framework established by the units of instruction.
• Students are exposed to many different skilled signing models.

• All signing represented in video support materials is authentic and communicated at levels of fluency that appropriately challenge students’ developing comprehension skills.
Curriculum

Curriculum includes 16 Units of Instruction for one academic year:

- Student Text
- Video Practice Materials
- Teachers Manual
Curriculum

Unit Titles
1. Introducing Ourselves
2. Learning ASL
3. People at Work
4. Making Appointments
5. Work Duties
6. Sharing Personal Information
7. Where People Live
8. Time & Activities
Curriculum

Unit Titles (cont.)
9. Making Requests
10. Discussing Weather
11. Schedules & Events
12. Discussing Health
13. Locating Objects
14. Hobbies & Interests
15. Spending Money
16. Explaining Procedures
Curriculum

In addition to 16 Instructional Units, ASL at Work includes the following additional sections:

- General Instructional Activities
- Teaching Fingerspelling
- Evaluating Students
- Index of Grammar Principles
- Index of Language, Culture, & Community Information
- Index of Sign Vocabulary Illustrations
- Appendix A – Language Learning Seminar Topic Listing
- Appendix B – ASL at Work – Level 1a, 1b, & 1c Course Syllabi
- Transparency Masters for Introducing Vocabulary & Grammar
Student Text
Each Unit includes the following sections:

- Overview of Unit
- Grammar
- Language, Culture & Community
- Practice & Review Materials
- Sign Vocabulary Illustrations
Each Unit includes the following sections:

- ✔ Overview of Unit
  - Grammar
  - Language, Culture & Community
  - Practice & Review Materials
  - Sign Vocabulary Illustrations
Student Text

Unit Overview

- Learning Outcomes
- Vocabulary List
- Grammar List
- Language, Culture & Community List
- Practice & Review Materials
Student Unit Overview

Learning Outcomes

1. Ask about people you work with
2. Request and give directions to nearby locations
3. Sign numbers from 11-to-20

Vocabulary 11-to-20

- custodian
- room
- girl
- my
- office
- boy
- your
- door
- woman
- his/her/its
- elevator
- man
- ours
- classroom

Grammar

1. Possessive Pronouns
2. Spatial Referencing for People, Places, & Things That Are Not Present
3. Use of Space for Contrasting & Comparing
# Unit Overview

## Grammar
1. Possessive Pronouns  
2. Spatial Referencing for People, Places, & Things That Are Not Present  
3. Use of Space for Contrasting & Comparing

## Language, Culture & Community
1. Deaf President Now! (DPN)  
2. Sign Variation

## Practice & Review Materials
1. Video Exercises  
   - Demonstration of the Expressive Practice Dialogue  
   - Questions for comprehension practice of the video dialogues and/or narratives  
   - Demonstration of the Expressive Practice Prompts  
Each Unit includes the following sections:

- Overview of Unit

✓ Grammar Section

• Language, Culture & Community Section

- Practice & Review Materials

- Sign Vocabulary Illustrations
1. Possessive Pronouns

ASL uses the palm-flat handshape to indicate possessive. Figure 3.1 shows how the possessive pronoun his/her/its is used in an ASL sentence.

That teacher’s boss is Ann.

Fig. 3.1
2. Spatial Referencing for People, Places, & Things That are Not Present

In Unit 1, *Introducing Ourselves*, spatial referencing for people, places and things which are present was discussed. In ASL, persons, places, and things that are not present can be discussed without confusion by establishing points in space to the right and left side of the signer as locations for these absent persons, places, and things. These reference points remain constant during any single....
Student Text

Each Unit includes:

• Overview of Unit
• Grammar

✓ Language, Culture & Community

• Practice & Review Materials
• Sign Vocabulary Illustrations
Give explanations of language behaviors, Culture and the Deaf community.
1. Deaf President Now (DPN)!

March 7–13, 1988, is an historic week in the history of Deaf people. It is The Week the World Heard Gallaudet (Gannon, 1989). On March 13th, after a week of protest and the closing down of the Gallaudet University campus in Washington, DC, Elizabeth Zinser resigned as the seventh president of the university.

What was so significant about this university president’s resignation? She was a hearing person who could not sign. She had no background or experience with deaf and hard-of-hearing people. She had been selected as the seventh hearing president of Gallaudet University, the first and only university in the world for deaf and hard-of-hearing students.
2. Sign Variation

Signs shown in isolation in ASL dictionaries are referred to as citation form signs, and are similar to word entries in dictionaries of spoken languages. In using ASL for communication, however the exact production of a sign, similar to the exact pronunciation of a spoken word, is influenced by several factors. For signs, these factors include: the signs preceding and following a sign, the setting (for example, formal versus informal and small versus large group communication), individual signing styles, and dialectical sign variations.

As a beginning signer these sign variants may lead to some confusions and frustration for you. For example, you may ask, “Why can’t everyone produce a sign exactly as it is shown in my book or how my teacher produces it?; and...
Student Text

Each Unit includes:

- Overview of Unit
- Grammar
- Language, Culture & Community
- Practice & Review Materials
- Sign Vocabulary Illustrations
1. Video Exercises
   - Demonstration of the Sample Dialogue
   - Questions for comprehension practice of the video dialogues and narratives
   - Demonstration of the Expressive Practice Prompts
2. Grammar, Language, Culture, and Community Review Questions
1. Video Exercises

- Demonstration of the Sample Dialogue
- Questions for comprehension practice of the video dialogues and narratives
- Demonstration of the Expressive Practice Prompts
Expressive Dialogue

Asking for a Location

Signer A: Gain the attention of Signer B

Signer A: Ask where the bathroom is located

Signer B: Give directions (The bathroom is located on the hallway on the right side.)

Signer A: Confirm with question (Is it on the left side?)

Signer B: Correct with “wave no” and give corrected information

Signer A: Say, “thank you”
2. Expressive Practice Prompts (EPPs)

These EPPs are also demonstrated on the ASL at Work Practice Videotape for students to review outside of class.
Expressive Practice Prompt

Unit 3  3.10
Express that the counselor’s office is downstairs.
Expressive Practice Prompt
Expressive Practice Prompt

Unit 3  3.15
Express that the ASL classroom is upstairs on the left side of the hallway.
Expressive Practice Prompt
2. Expressive Practice Prompts (EPPs)

These EPPs are a part of every unit and incorporated into the Lesson Overviews in each unit. They are intended to be used for class practice.

These EPPs help students know if they are learning the content of each unit and can express the language functions being taught.
3. Comprehension Exercises

The ASL at Work videotape includes dialogues and narratives for practice of comprehension skills.

Each dialogue or narrative includes comprehension questions for students to answer.
Unit 3 – People At Work

Comprehension Practice #3.3

Watch the dialogue all the way through, then answer as many of the questions below as you can. If necessary, rewind the videotape and view the dialogue a second time to see if you understand more and can answer any remaining questions.

Finding a Classroom

1. How does the woman open the conversation?
2. What does the woman ask?
3. What is the answer to her question?
4. How does the woman with white hair correct information?
5. Is the classroom on the right or left side of the hallway?
6. What is the number of the classroom?
7. How does the woman confirm the information given to her?
Dialogue #3.3
Review Questions for Grammar & Culture Information

1. What is the primary production difference between the personal pronoun signs *I/me, you, he/she/it* and the possessive pronoun signs *my/mine, your, his/her*?

2. When people or things are not present in the immediate area where you are signing, how can you make yourself clear about the person or thing you are referring to?

3. How do signers make use of space to compare and contrast things?
Each Unit includes:

- Overview of Unit
- Grammar
- Language, Culture & Community
- Practice & Review Materials

✓ Sign Vocabulary Illustrations
Sign Vocabulary Illustrations

Illustrations of the sign vocabulary for each unit including English translations and synonyms.
Sign Vocabulary Illustrations

UNIT 3

office, organization
our
people
person
police
right
Teacher Manual
Teacher Manual

Each Unit includes the following sections:

• Overview of Unit
• Lesson Overviews
• Activity Descriptions
Teacher Manual

Each Unit includes the following sections:

☑ Overview of Unit

- Lesson Overviews

- Activity Descriptions
Teacher Unit Overview

ASL at Work–Level One
Teacher Manual

Unit Overview

Learning Outcomes:
1. Ask about people they work with
2. Request and give directions to nearby locations
3. Sign numbers from 11-to-20

Vocabulary

<table>
<thead>
<tr>
<th>11-to-20</th>
<th>custodian</th>
<th>room</th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>my</td>
<td>office</td>
</tr>
<tr>
<td>boy</td>
<td>your</td>
<td>door</td>
</tr>
<tr>
<td>woman</td>
<td>his/her/its</td>
<td>elevator</td>
</tr>
<tr>
<td>man</td>
<td>ours</td>
<td>classroom</td>
</tr>
</tbody>
</table>
# Unit Overview

## Grammar

1. Possessive Pronouns
2. Spatial Referencing for People, Places, & Things That Are Not Present
3. Use of Space for Contrasting & Comparing

## Language, Culture & Community

1. Deaf President Now! (DPN)
2. Sign Variation

## Practice & Review Materials

1. Video Exercises
   - Demonstration of the Expressive Practice Dialogue
   - Questions for comprehension practice of the video dialogues and/or narratives
   - Demonstration of the Expressive Practice Prompts
Teacher Manual

Each Unit includes the following sections:

- Overview of Unit
- Lesson Overviews
- Activity Descriptions
Teacher Manual

Lesson Overviews

- Class plans for “1 hour” class periods
- Step-by-step “Strategies for Teaching”
- Icons show which activities to prepare
- Icons show which overhead transparencies to use
- Reminders to teacher about “homework” to assign
Lesson Overview

Class 4

• Interactive Activity: Roll Call
   Ask students the work or major of other students in the class. If they don’t know the work or major of another student, ask them to ask the student and then tell you.

• Introduce following vocabulary:
   *basement, stairway, upstairs, downstairs, floor, where.*

• Introduce *number, none, and not* vocabulary using conversational interaction with students.

• Dialogue Activity: Build a Dialogue
   Encourage students to create a dialogue based on the ASL they have learned to date.

• Expressive Practice Activity: Expressive Practice Prompts
Teacher Manual

Each Unit includes the following sections:

• Overview of Unit

• Lesson Overviews

✓ Unit Activities
Teacher Manual

Unit Activities

Give **Purpose** of the activity and **Descriptions** for using the activity in your classroom

(Handouts & worksheets are included.)
Activity Description

Unit Activities

ACTIVITY #3.2
Round Robin for Sign Vocabulary Review

Purpose

To support development of expressive and receptive sign vocabulary skills.

Description

1. Write on the board or announce that this activity provides a review of sign vocabulary introduced in Unit 3.

2. Students should be seated in a circular or semi-circular arrangement so that all are able to see one another.

3. Remove the Sign Vocabulary Review Round Robin Card marked “Teacher” (see Worksheet for this activity).

4. Distribute cards randomly to students.
<table>
<thead>
<tr>
<th>Signing Round Robin Cards TEACHER</th>
<th>Sign Vocabulary Review Round Robin Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>You begin the activity by Signing</td>
<td></td>
</tr>
<tr>
<td><em>boy</em></td>
<td>When someone signs <em>man</em></td>
</tr>
<tr>
<td></td>
<td>You sign <em>secretary</em></td>
</tr>
<tr>
<td>Sign Vocabulary Review Round Robin Cards</td>
<td>Sign Vocabulary Review Round Robin Cards</td>
</tr>
<tr>
<td>When someone signs <em>boy</em></td>
<td>When someone signs <em>man</em></td>
</tr>
<tr>
<td>You sign <em>girl</em></td>
<td>You sign <em>secretary</em></td>
</tr>
<tr>
<td>Sign Vocabulary Review Round Robin Cards</td>
<td>Sign Vocabulary Review Round Robin Cards</td>
</tr>
<tr>
<td>When someone signs <em>girl</em></td>
<td>When someone signs vice <em>president</em></td>
</tr>
<tr>
<td>You sign <em>woman</em></td>
<td>You sign <em>staff</em></td>
</tr>
</tbody>
</table>
# Unit Activities

**ACTIVITY #3.4**  
Expressive Practice Prompts

**Purpose:**  
To practice expressive skills, including grammar, sentence structures, and vocabulary.

**Description**  
General Instructional Activity #5 provides options for use of Expressive Practice Prompts.

<table>
<thead>
<tr>
<th>Unit 3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ask the name of the secretary in a classmate's department.</td>
<td>Tell the class your boss'/department chairperson's name.</td>
</tr>
<tr>
<td>Count from 11–to –20.</td>
<td>Ask a classmate for the name of the secretary in his/her department.</td>
</tr>
<tr>
<td>Ask a classmate the number of the ASL classroom.</td>
<td>Ask a classmate if the President of this college is a man or a woman.</td>
</tr>
</tbody>
</table>
Teacher Manual

Each Unit includes:

- Overview of Unit
- Lesson Overviews
- Activity Descriptions

✓ Transparency Masters
Illustrations needed to introduce and practice signs or grammar being introduced in the unit.
## Summary

### Teacher Manual
- Overview of Unit
- Lesson Overviews
- Activity Descriptions
- Transparency Masters

### Student Text
- Overview of Unit
- Grammar Notes
- L, C, & C Notes
- Practice & Review Materials
- Sign Vocabulary Illustrations
Curriculum is local. We expect *ASL at Work – Level One* to be adapted rather than adopted. Experienced teachers will bring to the structure provided in the curriculum their own creativity and insights into what works best for their particular class at a particular time. New teachers will find structure, support materials and activities that will help develop their confidence as teachers of ASL.