

The *ASL at Work* Curriculum

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Curriculum Team

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ASL at Work Presentation Overview

- ✦ *Beginning with the End*
- ✦ *The Meaning: ASL at Work*
- ✦ History of *ASL at Work*
- ✦ Principles – Learning Theory
- ✦ Student Text and Video Practice DVD
- ✦ Teacher Manual and Illustration Masters CD
- ✦ Closing Remarks & Additional Questions

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Beginning with the End

Sample video clips of a student taking her final exam after completing 16 units in *ASL at Work*

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The Meaning: ASL at WORK

- ☒ Using ASL in the workplace. “*ASL at Work*”
- ☒ Using ASL to function, to communicate, to accomplish things. “*ASL at Work*”
- ☒ The cover design shows people communicating. “*ASL at Work*”
- ☒ Using ASL in the classroom interactively to teach and learn. “*ASL at Work*”

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How was *ASL at Work* Developed?

- ✓ Began development in 2001
- ✓ Developed for persons working with deaf and hard of hearing people
- ✓ Developed from the “ground up”
- ✓ Developed by a collaborative working team

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Testing Ground

Used at RIT/NTID in the following programs:

- ✧ 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

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Principles – Learning Theory

- Focus on **work and social communication**.
- Instructional strategies **engage students in interactive, meaningful dialogue**.
- 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 on communicating using ASL** not on language form.

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ASL at Work Principles (cont.)

- **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 of adult learners.
- **Grammatical principles and cultural language behaviors** demonstrated and practiced through **modeling by teachers and through video support materials**.
- Instructional strategies are based on a **Mastery Learning model**.
- **Receptive and expressive skills developed from the beginning** of instruction, with emphasis on **mastery of receptive skills preceding mastery of expressive skills**.

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ASL at Work Principles (cont.)

- **Fingerspelling skills development** integrated into ASL instruction similar to how fingerspelling is used in natural communication
- **Cultural awareness and appropriate communication behaviors** a natural part of classroom interaction.
- **Curriculum student-centered and flexible**.
- **Video support materials use authentic, skilled signing models**.
- **Natural settings and levels of fluency** challenge students' developing comprehension skills.

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ASL at Work Books & Support Materials

FOR STUDENTS

✓ Student Text

✓ Video Practice Materials DVD

FOR TEACHERS

✓ Teacher Manual

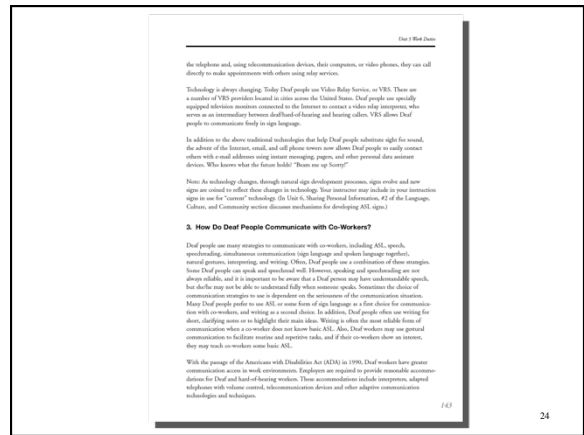
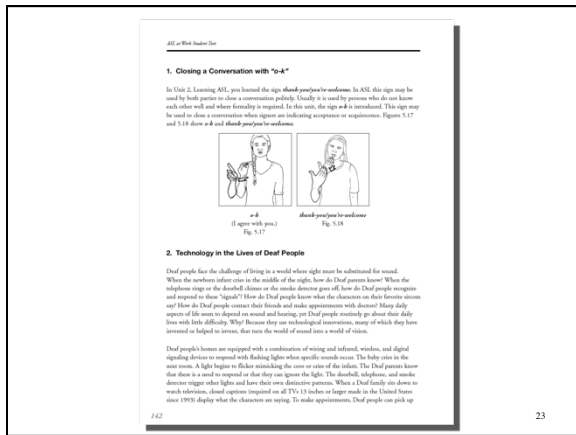
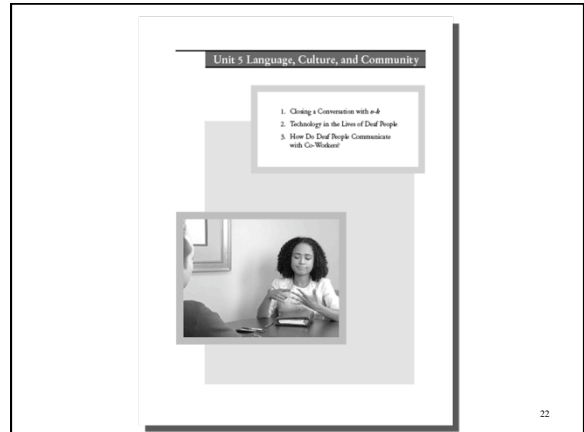
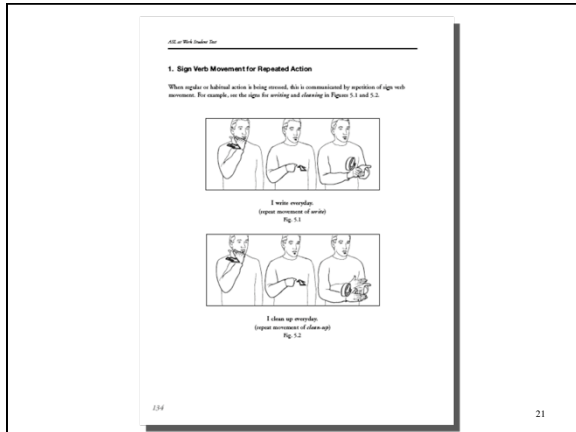
✓ Illustration Masters CD

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ASL at Work Instructional Units

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
9. Asking for Assistance
10. Discussing Weather
11. Schedules & Events
12. Discussing Health
13. Locating Objects
14. Hobbies & Interests
15. Spending Money
16. Explaining Procedures

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Content in Student Text Units

Practice & Review Materials

1. Video Exercises and Student Text Worksheets
2. Sample Expressive Dialogue
 - A. Comprehension Practice
 - B. Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

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Sample Expressive Dialogue

Read the dialogue prompts below and then watch how each signer expresses these prompts on the video. Sign along with both Signer A and Signer B or with either Signer A or Signer B on the video. You may wish to practice this dialogue with a classroommate of your own time and your teacher may review this dialogue in class and ask you to sign this dialogue with a classmate.

Discussing Job Responsibilities

Signer A: Get attention by waving hand in line of sight for Signer B
 Signer B: Acknowledge Signer A
 Signer A: Ask Signer B what job responsibilities/tasks he/she has
 Signer B: Respond with three responsibilities/tasks
 Signer A: Pick one responsibility/task and ask Signer B if he/she likes it
 Signer B: Express that you dislike it enough
 Signer A: Ask Signer B which of the other two responsibilities/tasks he/she likes
 Signer B: Express opinion about one or both of the remaining responsibilities/tasks

For the signing you observe, please write any helpful notes and questions that you may have for your teacher.

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DEMONSTRATION:
Unit 5 Sample Dialogue Video

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Unit 5 Read (Unit 5)

Comprehension Practice 5.1

Watch the dialogue all the way through and then answer as many of the questions below as you can. If necessary, reread the dialogue a second time to see whether you are able to understand more and answer any additional questions.

Giving Directions for a Talk

1. How does the conversation open?
2. What instructions is the student given?
3. What detail does the student misunderstand?
4. How does the secretary correct the misunderstanding?
5. After the first task is completed, what does the secretary want the student to do?
6. What does the student ask?
7. Which file cabinet does the secretary want the copies put in?

For the signing you observe, please write any helpful notes and questions that you may have for your teacher.

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DEMONSTRATION:
Unit 5 Comprehension Practice
5.1 Video Clip

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Expressive Practice Prompt

Unit 5

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Express two job duties/responsibilities and indicate which one you like best.

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Expressive Practice Prompt

DEMONSTRATION:
Unit 5 Expressive Practice Prompt #
5.6 Video Clip

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Expressive Practice Prompt

Unit 5

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Name three objects that you may find in a desk.

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Expressive Practice Prompt

DEMONSTRATION: Unit 5 Expressive Practice Prompt #5.9 Video Clip

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Grammar and Language, Culture, and Community Review Questions

These questions will assess your understanding of the Grammar and Language, Culture, and Community sections in this unit.

1. What sign movement is being used to communicate that something is done regularly or habitually?
2. Look at Figures 5.5-5.6. How are the signs *blow* and *water* being modified to show intensity?
3. Look at Figures 5.7 and 5.8. What is this type of ASL structure called and what non-manual signals accompany this structure?
4. Look at Figures 5.9-5.14. How is the concept of negation being expressed in the examples shown?
5. Describe how signers discuss two or more people, places, or things for example, work duties.
6. Name two technologies that help Deaf people respond to important sounds in the environment and name one technology that helps Deaf people communicate orally with one another over distances.
7. Describe the variety of ways that Deaf people communicate with co-workers.
8. What law protects the rights of deaf workers to reasonable accommodations in the workplace?
9. Explain when it is appropriate to use the sign "M" to show a communication.

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ASL at Work Index One

Sign Vocabulary Illustrations



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Student Text Indexes

- ❖ Grammar Principles (pp. 495-497)
- ❖ Language, Culture & Community Information (pp. 498-499)
- ❖ Sign Vocabulary Illustrations (pp.500-508)

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ASL at Work Teacher Manual

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Teacher Manual Content

Sixteen Instructional Units plus the following important additional sections:

- Foreword & Introduction
- 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 (LLS) Topics
- Appendix B – ASL at Work – Quarter 1, Quarter 2, and Quarter 3 Course Syllabi

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Content in Teacher Manual Units

Each Unit includes the following:

- ✓ Unit Title Page
- ✓ Overview of Unit
- ✓ Lesson Overviews
- ✓ Unit Activities

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Work Duties

Unit 5



In this unit students learn vocabulary and grammatical structures that relate to discussing their work. They also learn about technology that Deaf people use in their daily lives and how Deaf people communicate with co-workers.



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Unit 5 Overview

Learning Outcomes (LT p. 130)

1. Learn sign vocabulary for office supplies and colors
2. Talk about work duties
3. Express likes and dislikes about work responsibilities
4. Express that something happens habitually
5. Express statements and questions using equipment measures
6. Discuss related people, places, and things using listing on the unit discussion board
7. Learn about technology that helps Deaf people in their daily lives
8. Learn how Deaf people communicate with co-workers

Vocabulary

| | | | |
|------------------|----------|------------|--------------------|
| typing | keyboard | orange | copy |
| fling | mouse | banana | paper |
| copying | black | peach | point |
| answer | spread | white | pen |
| connecting | machine | gray | paper-clip |
| drop | mouse | red | order |
| responsibility | task | blue | computer |
| what-to-do | video-up | in-the | printer (machines) |
| every day, daily | line-to | radio | television |
| reactive | on-the | phone | lamp |
| color | video | on | desk/table |
| blue | on | ask | chair, seat |
| green | yellow | about like | tape (cellular) |
| purple | and | based with | video-board |
| red | pink | about to | thing |

Additional Vocabulary

Notes: Introduce signs for relevant, common technical terminology/equipment, for example, *ask, drop, and, on*.

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Unit 5 Overview

Class Specific Vocabulary Vocabulary and phrases should be selected based on the work-related responsibilities and duties or nature of class members. You may wish to acquire vocabulary from students prior to teaching Unit 5. Use General Instructional Activity 1, Roll Call. For example, the following vocabulary and phrases may be appropriate for dental or medical staff, *get well, open mouth, answer questions, correct spelling, group, great vision, plan meetings, schedule, order, exp, plan, make offer*.

Grammar

(LT pp. 131, 134-135)

1. Sign Verb Movement for Requested Action
2. Sign Movement Modifications and Non-Manual Signals for Negation
3. Topic/Comment Sentence Structure
4. Person of Orientation and Movement for Negation
5. Listing on the Non-Dominant Hand for Related Items

Language, Culture, and Community

(LT pp. 132-143)

1. Closing a Conversation with “&P”
2. Technology in the Lives of Deaf People
3. How Do Deaf People Communicate with Co-Workers?

Practice and Review Materials

(LT pp. 131, 140-143)

1. Video Function
 - Sample Expressive Dialogue
 - Expressive Practice Prompts
2. Grammar and Language, Culture, and Community Review Questions
3. Sign Vocabulary Illustrations

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Unit 5 Lesson Overviews

- Class 1
- Class 2
- Class 3
- Class 4
- Class 5
- Class 6



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Unit 5, Class 1

- **Interactive Activity: Roll Call.** Ask students the names of their classmates before/afternoon.
- **Engaging Activity: Receipts/Engaging Materials Sheet.** Use the sheet to practice receptive skills for recognizing and numbers.
- **Interactive Activity: Job Cards.** Practice using gestures and perspective to communicate activities engaged in on various jobs.
- **Starting with a scenario** as an example, use gestures to demonstrate types of job duties and introduce the following vocabulary: *typing, fling, copying*. While in context of demonstrating a scenario involving the phone, introduce the sign *answer* and *answering machine*. Encourage students to express the types of things they do on the job. Students may use signs, finger-spelling, gestures, and mime. Demonstrate expressive ASL for concepts expressed by students.
- Use conversational interaction with students to introduce the following vocabulary: *drop, responsibility, what-to-do, every day, matter*.
- **Review Activity: Take Five.**

Homework

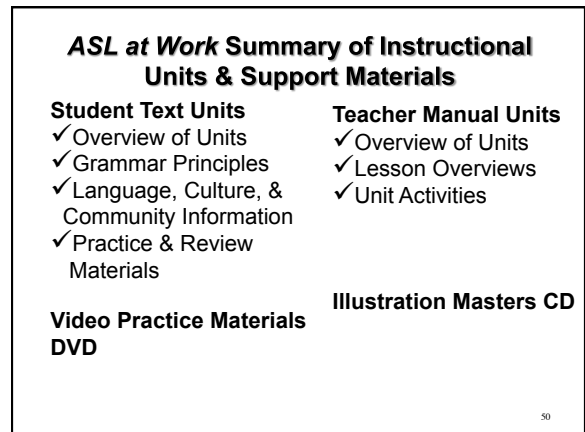
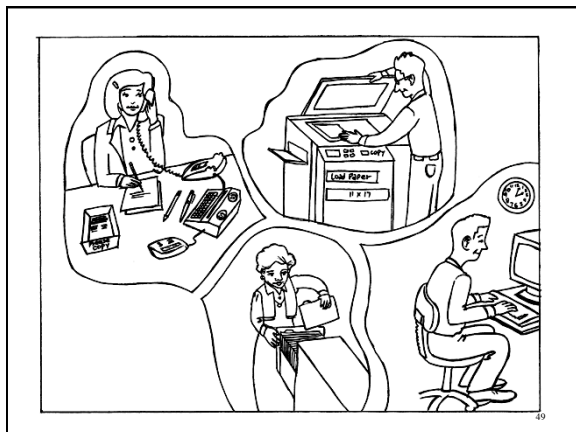
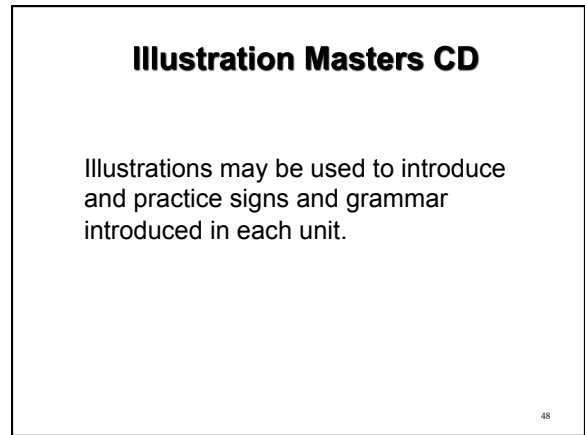
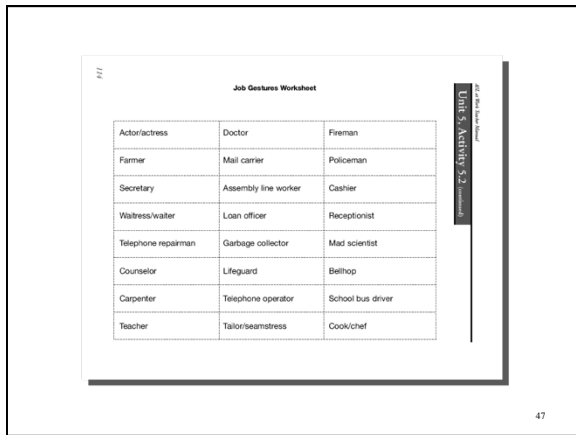
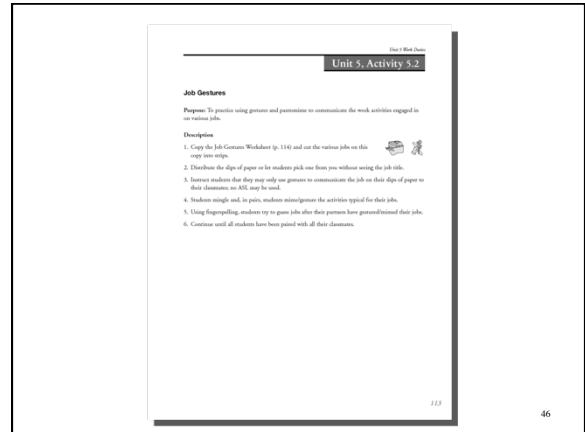
Ask students to read the Unit 5 Grammar section in their student texts. (LT pp. 134-135)

Teacher Notes



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Additional Information in *Teacher Manual*

- ★ General Instructional Activities
- ★ Teaching Fingerspelling
- ★ Evaluating Students
- ★ Indexes
- ★ Language Learning Seminar Topics
- ★ ASL at Work – Quarter 1, Quarter 2, and Quarter 3 Course Syllabi

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Closing Remarks & Additional Questions

- ✦ *ASL at Work* is intended to be **adapted** rather than **adopted**.
- ✦ *ASL at Work* curriculum structure provides room for creativity considering your own teaching practices and preferences.
- ✦ *ASL at Work* curriculum provides for flexibility in meeting student learning needs.
- ✦ *ASL at Work* curriculum is user-friendly for teachers.

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Contact For More Information

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***ASL at Work* Ordering Information**

ASL at Work may be ordered from
DawnSignPress@dawnsign.com

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