

American Sign Language (ASL) 2

World Languages
NCAA Approved

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Elective Course

Course Overview

ASL 2 builds on foundational skills from ASL 1, guiding students toward intermediate proficiency in expressive and receptive signing. Students will expand their vocabulary and learn to construct more complex sentences, including conditional statements, sequences, and descriptive narratives. Receptive skills advance to understanding longer dialogues, stories, and conversations, emphasizing clarity, comprehension, and conversational strategies. Students continue developing reading and writing skills through glossing, analyzing ASL texts, and documenting signed narratives. Cultural instruction deepens, exploring regional Deaf communities, historical advocacy movements, and social norms, while practical applications focus on career pathways, volunteer opportunities, and connecting with the Deaf community in authentic contexts. By the end of ASL 2, students will demonstrate intermediate-level fluency and increased confidence in both academic and social ASL interactions.

Timeframe	Unit	Scope And Sequence
		Instructional Topics
10 Week(s)	Intermediate Vocabulary and Expressive Communication	1. Expanding Vocabulary for Daily Life, School, and Work 2. Complex Sentence Structures 3. Expressive Storytelling & Role-Playing
8 Week(s)	Advanced Receptive Skills and Conversational Fluency	1. Understanding Narratives and Descriptive Language 2. Conversational Turn-Taking, Clarification, and Repair Strategies
6 Week(s)	Intermediate Reading and Writing in ASL	1. Glossing Complex Sentences 2. Reading and Interpreting ASL Stories and Dialogues
6 Week(s)	Deaf Culture and Community Connections	1. Deaf History & Advocacy Movements 2. Exploring Regional Deaf Communities and Social Events
6 Week(s)	Practical Applications: Career, College, and Social Engagement	1. ASL in Professional Contexts 2. College & Scholarship Opportunities, Community Volunteering

Course Details

Unit: Intermediate Vocabulary and Expressive Communication

Duration: 10 Week(s)

Unit Description

This unit focuses on expanding students' expressive and receptive abilities in American Sign Language by introducing a broader range of vocabulary and more complex sentence structures to support meaningful communication in diverse social, academic, and professional contexts. Students will learn to use descriptive language, temporal sequencing, conditional statements, and nuanced grammatical forms to convey ideas clearly and effectively. Emphasis is placed on expressive fluency through storytelling, role-playing, and interactive dialogues, allowing students to initiate, maintain, and close conversations with increasing confidence and accuracy. Receptive skills are simultaneously strengthened as students practice interpreting longer signed narratives, instructions, and peer exchanges, with attention to non-manual markers, spatial referencing, and register variations. Through immersive practice, reflective activities, and authentic communication scenarios, learners will develop the ability to apply intermediate vocabulary and expressive strategies to real-life contexts, enhancing both their linguistic proficiency and cultural understanding of the Deaf community.

Topic: Expanding Vocabulary for Daily Life, School, and Work

Duration: 4 Week(s)

Topic Overview

This topic focuses on broadening students' American Sign Language (ASL) vocabulary to support effective communication across daily life, school, and work environments. Students will engage with a wide range of practical vocabulary, including terms related to routines, schedules, academic subjects, professions, social interactions, and community engagement. Emphasis is placed on developing both expressive skills, to communicate thoughts clearly, and receptive skills, to understand signed messages in context. Through interactive activities such as role-playing, peer conversations, and scenario-based exercises, learners will practice using new vocabulary in meaningful situations, reinforcing fluency, accuracy, and cultural appropriateness. By the end of this topic, students will demonstrate the ability to incorporate expanded vocabulary into structured conversations, informal dialogues, and professional interactions while navigating the social norms of the Deaf community.

Learning Objectives

Acquire and Use Expanded Vocabulary for Daily Life

Description: *Students will learn and practice signs related to everyday activities, routines, and common social interactions, such as greetings, errands, personal interests, and leisure activities. Through structured practice and real-life scenario exercises, learners will demonstrate the ability to use these signs accurately and appropriately in conversation, enhancing their expressive fluency and confidence in daily communication.*

Develop Academic and School-Related Vocabulary

Description: *Students will master signs relevant to the classroom and educational settings, including subjects, assignments, schedules, and collaborative activities. Learners will apply these signs in peer discussions, class simulations, and academic storytelling, reinforcing comprehension and expressive capabilities within school contexts.*

Apply Professional and Work-Related Vocabulary

American Sign Language (ASL) 2

World Languages
NCAA Approved

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Elective Course

Description: *Students will acquire signs associated with workplace environments, occupations, and professional interactions. Activities include role-playing job interviews, explaining tasks, and describing responsibilities using appropriate ASL vocabulary. This objective prepares learners to navigate professional settings and communicate effectively with colleagues, supervisors, and clients.*

Integrate Vocabulary Across Contexts

Description: *Students will practice combining daily, academic, and professional vocabulary to construct coherent, contextually appropriate sentences and short narratives. Learners will demonstrate the ability to switch registers and adapt language use depending on the social or professional context, reinforcing both expressive and receptive proficiency while observing cultural norms of the Deaf community.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Complex Sentence Structures

Duration: 3 Week(s)

Topic Overview

This topic emphasizes the use of more sophisticated sentence structures in ASL, including temporal sequencing, conditional statements, descriptive modifiers, and embedded clauses. Students explore how these structures convey nuance, sequence, and emphasis, allowing for richer expression in narratives, explanations, and conversations. Instruction includes both receptive practice—interpreting complex signed messages—and expressive practice—creating structured dialogues and short stories. Learners also refine non-manual markers and spatial referencing to support grammar and clarity. By the end of this topic, students will demonstrate the ability to construct and interpret complex sentences, effectively conveying detailed ideas in social, academic, and professional contexts.

Learning Objectives

Construct Complex Sentences in ASL

Description: *Students will use temporal sequencing, conditional clauses, and descriptive modifiers to form coherent sentences. Practice includes peer dialogues and storytelling, enhancing expressive clarity and grammatical accuracy.*

Interpret Complex Sentence Structures

Description: *Students will develop receptive skills to understand longer sentences, narratives, and explanations, identifying key ideas, relationships, and sequence markers in signed communication.*

Refine Non-Manual Markers and Spatial Referencing

Description: *Students will practice integrating facial expressions, body shifts, and spatial placement to support sentence meaning. Mastery of these features ensures clarity and cultural appropriateness in expressive and receptive contexts.*

Apply Complex Grammar in Narrative and Professional Contexts

Description: *Students will incorporate advanced sentence structures into short stories, presentations, and workplace simulations, demonstrating the ability to communicate nuanced ideas effectively.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Topic: Expressive Storytelling & Role-Playing

Duration: 3 Week(s)

Topic Overview

This topic develops students' ability to convey narratives, opinions, and experiences through ASL using intermediate vocabulary and grammar. Emphasis is placed on storytelling techniques, including role-shifting, classifiers, and expressive non-manual markers. Students engage in peer-to-peer activities, skits, and presentations to practice structuring coherent stories and participating in realistic conversations. By the end of this topic, learners will confidently produce expressive ASL narratives in social, academic, and professional contexts, demonstrating fluency, clarity, and cultural competence.

Learning Objectives

Produce Coherent ASL Narratives

Description: *Students will construct short stories and personal narratives, using appropriate vocabulary, grammar, and sequencing to convey ideas clearly.*

Use Role-Shifting and Classifiers Effectively

Description: *Students will incorporate visual strategies such as role-shifting and classifiers to represent characters, objects, and spatial relationships, enhancing expressiveness and comprehension.*

Engage in Interactive Role-Playing

Description: *Students will participate in simulations and dialogues that replicate real-life scenarios, applying vocabulary and grammar in meaningful social and professional contexts.*

Demonstrate Cultural Competence in Storytelling

Description: *Students will adhere to Deaf cultural norms of eye contact, turn-taking, and attention-getting techniques, ensuring respectful and effective communication.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ✚

Unit: Advanced Receptive Skills and Conversational Fluency

Duration: 8 Week(s)

Unit Description

This unit emphasizes the development of advanced receptive skills to comprehend longer and more complex signed messages in classroom, social, and professional settings. Students will practice understanding narratives, dialogues, instructions, and descriptive language while recognizing subtle grammatical cues, non-manual markers, and spatial relationships that convey meaning. The unit highlights conversational fluency, teaching students how to manage turn-taking, clarification, and repair strategies in dialogue. Through interactive practice, video

American Sign Language (ASL) 2

World Languages

NCAA Approved

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit

Elective Course

analysis, and peer collaboration, learners refine their ability to extract key information, infer meaning, and respond appropriately in real time. By the end of the unit, students will demonstrate increased confidence in following and participating in dynamic ASL conversations, building a foundation for advanced expressive communication.

Topic: Understanding Narratives and Descriptive Language

Duration: 4 Week(s)

Topic Overview

This topic emphasizes the development of receptive ASL skills to comprehend longer and more complex signed messages in academic, social, and professional contexts. Students focus on understanding extended narratives, instructions, and peer conversations, paying close attention to vocabulary, grammatical structures, non-manual markers, and spatial referencing. Special emphasis is placed on conversation strategies, such as turn-taking, clarifying meaning, and repairing misunderstandings in real time. Students engage with authentic and simulated interactions, including video analysis, peer dialogues, and scenario-based exercises, to strengthen comprehension and responsiveness. By the end of this topic, learners will demonstrate the ability to accurately interpret complex ASL messages, follow conversational flow, and respond appropriately in both structured and spontaneous communication situations.

Learning Objectives

Interpret Extended ASL Narratives

Description: *Students will practice comprehension of longer stories, instructions, and dialogues, identifying main ideas, supporting details, and sequence markers. Exercises include video analysis, note-taking in gloss, and comprehension questions to reinforce understanding.*

Recognize and Apply Non-Manual Markers in Receptive Contexts

Description: *Students will identify facial expressions, head movements, and body shifts that convey tone, emphasis, questions, or negation. Mastery of non-manual markers enhances understanding of nuanced meaning and improves response accuracy.*

Develop Conversational Turn-Taking and Repair Strategies

Description: *Students will learn how to participate in back-and-forth exchanges, ask clarifying questions, and handle miscommunications in real time. Practice includes role-playing scenarios and peer-to-peer dialogues to foster responsiveness and smooth conversational flow.*

Demonstrate Proficient Receptive Skills Across Contexts

Description: *Students will apply comprehension strategies to interpret ASL in social, classroom, and professional settings. Learners will demonstrate the ability to follow instructions, participate in discussions, and respond appropriately to extended communication in authentic situations.*

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ⚙

Topic: Conversational Turn-Taking, Clarification, and Repair Strategies

Duration: 4 Week(s)

Topic Overview

This topic develops students' ability to participate in fluid, context-appropriate conversations in ASL. Focus is placed on engaging in academic, social, and professional interactions using intermediate vocabulary and sentence structures. Students practice initiating, maintaining, and concluding exchanges, employing culturally appropriate strategies such as eye contact, attention-getting techniques, and visual turn-taking. Through peer collaboration, simulations, and scenario-based activities, learners refine both expressive and receptive skills in realistic communication settings. By the end of this topic, students will demonstrate conversational fluency, able to navigate social and academic interactions with accuracy, confidence, and respect for Deaf cultural norms.

Learning Objectives

Initiate and Maintain ASL Conversations

Description: *Students will practice starting, sustaining, and ending exchanges using appropriate greetings, questions, and responses. Emphasis is on coherent expression and active participation in dialogues.*

Adapt Language Use to Context and Register

Description: *Students will adjust vocabulary, grammar, and non-manual markers according to the situation, such as casual social interactions versus academic discussions.*

Apply Cultural Norms in Conversation

Description: *Students will demonstrate awareness of Deaf cultural communication practices, including eye contact, spatial referencing, and attention-getting methods, ensuring respectful and effective interaction.*

Respond Appropriately to Extended Communication

Description: *Students will use clarification, paraphrasing, and feedback strategies to respond accurately in ongoing conversations, demonstrating comprehension and fluency in real-time exchanges.*

Priority Learning Objective = ☆

Learning Objectives linked to Essential Standard = ⚙

Unit: Intermediate Reading and Writing in ASL

Duration: 6 Week(s)

Unit Description

This unit introduces students to more complex written representations of ASL through glossing and the analysis of extended signed narratives. Students will practice documenting sentences with appropriate grammar, word order, non-manual markers, and classifiers, and develop skills to interpret stories, dialogues, and instructional content in written gloss form. Emphasis is placed on bridging expressive signing and written notation, strengthening both comprehension and expressive abilities. Through guided exercises, reflective analysis, and authentic reading tasks, students will enhance their ability to interpret ASL in visual form, summarize content accurately, and produce written representations that mirror the structure and meaning of signed language. By the end of the unit, learners will confidently use glossing to support communication, analysis, and academic tasks in ASL.

American Sign Language (ASL) 2

World Languages
NCAA Approved

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Elective Course

Topic: Glossing Complex Sentences

Duration: 3 Week(s)

Topic Overview

This topic introduces students to the written representation of ASL through glossing, enabling learners to document signed communication accurately. Students explore conventions for representing vocabulary, sentence structure, non-manual markers, and classifiers in written form. Activities include translating signed sentences into gloss, analyzing grammar and word order, and practicing accurate notation for expressive features. By the end of this topic, students will demonstrate the ability to bridge expressive signing and written documentation, supporting both comprehension and self-reflection.

Learning Objectives

Understand the Purpose and Conventions of Glossing

Description: *Students will explain how glossing captures ASL grammar, vocabulary, and non-manual markers in written form, distinguishing it from English translation.*

Document ASL Sentences Using Glossing Notation

Description: *Students will practice converting signed sentences into gloss with correct word order, capitalization, and annotation for non-manual markers, supporting clarity and accuracy.*

Analyze Sentence Structure in Written ASL

Description: *Students will break down glossed sentences to identify subjects, verbs, objects, classifiers, and markers, deepening understanding of ASL grammar.*

Apply Glossing Skills in Narrative Contexts

Description: *Students will translate short stories or dialogues into gloss form, demonstrating the ability to document extended communication while maintaining meaning and structure.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ⛶

Topic: Reading and Interpreting ASL Stories and Dialogues

Duration: 3 Week(s)

Topic Overview

This topic emphasizes comprehension of signed narratives through visual and written analysis. Students interpret ASL stories, identifying main ideas, details, temporal sequences, and narrative techniques. They practice reading glossed texts, summarizing content, and evaluating how classifiers, role-shifting, and non-manual markers convey meaning. By the end of this topic, learners will demonstrate proficiency in understanding and analyzing ASL stories, bridging visual language and written representation.

Learning Objectives

Identify Main Ideas and Supporting Details in ASL Narratives

Description: *Students will watch or view ASL stories and determine key points, characters, events, and details.*

Interpret Classifiers, Role-Shifting, and Non-Manual Markers

Description: *Students will analyze how visual elements of ASL enhance meaning, adding depth and clarity to narratives.*

Summarize ASL Stories in Written Form

Description: *Students will create glossed summaries that accurately reflect signed narratives, demonstrating comprehension and attention to grammar.*

Apply Analytical Skills to Story Interpretation

Description: *Students will reflect on narrative techniques, structure, and cultural context to deepen understanding and appreciation of ASL storytelling.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ⛶

Unit: Deaf Culture and Community Connections

Duration: 6 Week(s)

Unit Description

This unit deepens students' understanding of Deaf culture, exploring historical and contemporary perspectives, social norms, traditions, and advocacy within local and regional Deaf communities. Students examine the role of Deaf organizations, events, and social practices in shaping identity, communication, and community cohesion. Through research, discussion, and community engagement activities, learners analyze the influence of historical events, cultural practices, and social networks on Deaf life. Emphasis is placed on developing cultural competence, empathy, and respectful communication in diverse settings. By the end of the unit, students will understand the significance of participating in and supporting Deaf communities, recognize the impact of cultural norms on communication, and apply this knowledge to their interactions in authentic contexts.

Topic: Deaf History & Advocacy Movements

Duration: 3 Week(s)

Topic Overview

This topic explores the norms, traditions, and social practices of the Deaf community. Students learn about community organizations, social events, advocacy efforts, and cultural identity. Activities include research, interviews, and simulations to foster cultural competence and awareness. By the end of this topic, learners will demonstrate respect, understanding, and practical application of Deaf cultural knowledge in interactions across academic, social, and professional contexts.

Learning Objectives

Describe Cultural Norms and Social Practices

American Sign Language (ASL) 2

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Description: *Students will identify common customs, values, and behaviors in Deaf communities and explain their relevance to communication.*

Analyze the Role of Deaf Organizations and Events

Description: *Students will research community programs, clubs, and advocacy efforts to understand their impact on social cohesion and identity.*

Apply Cultural Awareness in Communication

Description: *Students will demonstrate respectful communication practices, including eye contact, visual attention, and turn-taking, in both social and classroom contexts.*

Reflect on Deaf Identity and Community

Description: *Students will engage in reflective activities to evaluate how culture shapes language use, social interaction, and community belonging.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ⚡

Topic: Exploring Regional Deaf Communities and Social Events

Duration: 3 Week(s)

Topic Overview

This topic immerses students in the study of regional Deaf communities and the social events that shape cultural identity, connection, and community cohesion. Learners explore the diverse ways Deaf individuals interact within their local and regional communities, including clubs, social gatherings, recreational events, cultural festivals, and advocacy initiatives. Emphasis is placed on understanding the role these events play in preserving Deaf culture, facilitating networking, and promoting social inclusion. Through research, observation, interviews, and participation in simulations or virtual experiences, students examine how regional differences influence communication styles, traditions, and social norms. By the end of this topic, learners will be able to describe and analyze the significance of Deaf community events, apply cultural understanding in interactions, and recognize the value of social engagement in fostering identity, empowerment, and accessibility.

Learning Objectives

Identify and Describe Regional Deaf Communities

Description: *Students will research and map local and regional Deaf communities, identifying key organizations, cultural practices, and communication norms. This objective fosters understanding of geographic and social diversity within the Deaf community and how it influences language use and community interactions.*

Analyze the Role of Social and Cultural Events

Description: *Students will explore how events such as Deaf clubs, festivals, and competitions (e.g., Deaflympics) contribute to community cohesion, identity formation, and cultural continuity. Learners will analyze the significance of these events in supporting social networks and advocacy efforts.*

Apply Cultural Awareness in Social Engagement

Description: *Students will practice culturally appropriate behaviors when interacting in Deaf social contexts, including attending events, initiating conversations, and using appropriate visual attention and etiquette. Activities may include role-playing, simulations, or guided participation in real or virtual events.*

Reflect on the Impact of Regional Differences

Description: *Students will evaluate how regional variations in Deaf culture, event types, and social practices affect communication styles, norms, and identity. Reflection activities will encourage learners to consider inclusivity, adaptation, and respect for local cultural nuances in both social and professional settings.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ⚡

Unit: Practical Applications: Career, College, and Social Engagement

Duration: 6 Week(s)

Unit Description

This unit connects students' ASL proficiency to real-world contexts, including career exploration, postsecondary education, and social engagement with Deaf individuals and communities. Students examine how ASL skills enhance employability, participation in volunteer work, and access to professional, academic, and community opportunities. Activities include role-playing professional scenarios, researching careers and scholarships, and participating in community projects or mentorship programs. Emphasis is placed on applying language skills, cultural knowledge, and communication strategies in authentic contexts. By the end of the unit, learners will demonstrate the ability to navigate practical ASL applications confidently, understand its relevance in diverse settings, and reflect on how their language skills support personal, academic, and professional growth.

Topic: ASL in Professional Contexts

Duration: 3 Week(s)

Topic Overview

This topic emphasizes the application of ASL skills in real-world scenarios, including careers, college pathways, and community engagement. Students explore workplace communication, volunteer opportunities, and scholarship programs. Role-playing, presentations, and project-based learning help learners practice professional etiquette, collaboration, and effective communication. By the end of this topic, students will demonstrate confidence in applying ASL to academic, social, and professional contexts.

Learning Objectives

Identify Real-World ASL Applications

Description: *Students will research scenarios where ASL is used in the workplace, community, and educational settings.*

American Sign Language (ASL) 2

World Languages

NCAA Approved

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Demonstrate Professional Communication Skills

Description: *Students will role-play workplace interactions, using vocabulary, grammar, and non-manual markers accurately.*

Explore Academic and Scholarship Opportunities

Description: *Students will investigate college programs and scholarships where ASL proficiency is valuable, connecting skills to postsecondary pathways.*

Apply ASL Skills in Community Engagement

Description: *Students will participate in simulated or authentic community interactions, demonstrating cultural competence and professional readiness.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ⛶

Topic: College & Scholarship Opportunities, Community Volunteering

Duration: 3 Week(s)

Topic Overview

This topic engages students in exploring the practical applications of American Sign Language (ASL) in postsecondary education, scholarship opportunities, and community service. Students will examine how ASL proficiency opens pathways to academic programs, vocational training, and scholarships specifically designed for Deaf and hard-of-hearing students or for bilingual applicants. Additionally, learners will explore opportunities for volunteering and community engagement, understanding how active participation supports social responsibility, cultural advocacy, and professional skill development. Through research, project-based activities, presentations, and reflection, students will develop strategies to navigate college applications, identify scholarships, and contribute meaningfully to Deaf community initiatives. By the end of this topic, learners will demonstrate the ability to connect ASL skills to real-world opportunities, apply knowledge of cultural and community contexts, and prepare for academic, professional, and civic engagement in a culturally competent manner.

Learning Objectives

Research College Programs and Academic Pathways Related to ASL

Description: *Students will identify postsecondary institutions offering ASL or Deaf Studies programs, evaluate program requirements, and assess how ASL proficiency can enhance academic and career opportunities. This fosters informed decision-making regarding educational pathways and long-term career planning.*

Identify and Apply for Scholarships

Description: *Students will investigate scholarships available to Deaf or bilingual students, analyze eligibility criteria, and develop application strategies. Learners will practice organizing and presenting their findings in both written and signed formats, enhancing research, planning, and communication skills.*

Engage in Community Volunteering Opportunities

Description: *Students will explore ways to contribute to the Deaf and broader community through volunteer work, including tutoring, advocacy, cultural events, or service projects. Activities will highlight the value of civic engagement and provide opportunities to practice ASL in real-world contexts.*

Reflect on Personal and Professional Growth Through ASL Applications

Description: *Students will evaluate how participation in academic programs, scholarship pursuits, and community service can foster skill development, cultural competence, and professional readiness. Reflection activities will encourage learners to set goals and plan for future contributions within the Deaf community and society at large.*

Priority Learning Objective = ★

Learning Objectives linked to Essential Standard = ⛶