



# Meeting the National Standards with Master ASL!

---

Level One  
Content Guide

Developed by Jason E. Zinza

© 2006, Jason E. Zinza

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means electronic, or mechanical, including photocopying, recording, or by any information storage or retrieval system, without written permission from Sign Media, Inc.

How to order:

Copies may be ordered from Sign Media, Inc., 4020 Blackburn Lane, Burtonsville, MD 20866-1167. For credit card orders, place your order online at [www.signmedia.com](http://www.signmedia.com) or phone 1-800-475-4756.

# Using This Document

The national standards for foreign language learning, commonly known as the 5 C's, are equally important in developing student proficiency. Teaching and learning that focuses on culture, connections, and comparisons allow students to meaningfully communicate in interpersonal, interpretive, and presentational modes, while fostering a life-long interest in ASL and Deaf culture.

Planning a lesson that integrates the national standards is made easier when the teacher knows what to look for. This document organizes the content of **Master ASL! Level One** by standard, so the teacher can see at a glance which standards are addressed and when. Ideally, students are consistently exposed to all 5 C's throughout their learning experience. Planning lessons, tasks, or units around the 5 C's is known as integrated design, and the lesson plan called a "Learning Scenario." Here is an example of a general Learning Scenario:

<h2>Standards Integration Checklist</h2>	
Unit: <u>4</u>	
Lesson Title: <u>Communicating About Family</u>	
Lesson Sub-Topic: <u>Contrastive Structure; Gender Distinction</u>	
Standards	Description
<p><b>Communication</b> Communication in languages other than English</p> <p style="text-align: right;">(interpersonal) <b>1.1</b> (interpretive) <b>1.2</b> (presentational) <b>1.3</b></p>	<p>Students interview each other about their families</p> <hr/> <p>Students view the What's Your Family Like? narrative</p> <hr/> <p>Students give a presentation about their family structure</p> <hr/>
<p><b>Cultures</b> Gain knowledge &amp; understanding of other cultures</p> <p style="text-align: right;">(practices &amp; perspectives) <b>2.1</b> (products &amp; perspectives) <b>2.2</b></p>	<p>Students celebrate the birth of a Deaf baby</p> <hr/> <p>Students view Susan Dupor's artwork, "Family Dog"</p> <hr/>
<p><b>Connections</b> Connect with other disciplines &amp; acquire information</p> <p style="text-align: right;">(knowledge of other disciplines) <b>3.1</b> (distinctive viewpoints) <b>3.2</b></p>	<p>Students research statistics on Deaf demographics</p> <hr/> <p>Students role play a family meal to understand what often happens when a hearing family with a Deaf member eats together</p> <hr/>
<p><b>Comparisons</b> Develop insight into the nature of language &amp; culture</p> <p style="text-align: right;">(comparisons of L1 &amp; L2) <b>4.1</b> (comparisons of C1 &amp; C2) <b>4.2</b></p>	<p>Students compare contrastive structure with "and" in English</p> <hr/> <p>Students compare similarities and differences in behaviors between Deaf and hearing families</p> <hr/>
<p><b>Communities</b> Participate in multilingual communities at home &amp; around the world</p> <p style="text-align: right;">(use L2 inside &amp; outside of class) <b>5.1</b> (becoming a life-long learner) <b>5.2</b></p>	<p>Students plan a Silent Dinner and invite the Deaf community</p> <hr/> <p>Students read the novel, "Train Go Sorry"</p> <hr/>

# Standards Integration Checklist

Unit: \_\_\_\_\_

Lesson Title: \_\_\_\_\_

Lesson Sub-Topic: \_\_\_\_\_

<b>Standards</b>	<b>Description</b>
<b>Communication</b> Communication in languages other than English  (interpersonal) <b>1.1</b> (interpretive) <b>1.2</b> (presentational) <b>1.3</b>	<hr/> <hr/> <hr/>
<b>Cultures</b> Gain knowledge & understanding of other cultures  (practices & perspectives) <b>2.1</b> (products & perspectives) <b>2.2</b>	<hr/> <hr/>
<b>Connections</b> Connect with other disciplines & acquire information  (knowledge of other disciplines) <b>3.1</b> (distinctive viewpoints) <b>3.2</b>	<hr/> <hr/>
<b>Comparisons</b> Develop insight into the nature of language & culture  (comparisons of L1 & L2) <b>4.1</b> (comparisons of C1 & C2) <b>4.2</b>	<hr/> <hr/>
<b>Communities</b> Participate in multilingual communities at home & around the world  (use L2 inside & outside of class) <b>5.1</b> (becoming a life-long learner) <b>5.2</b>	<hr/> <hr/>

# Communication

Communication Standard	Communication	Functions	Pragmatics & Prosody	Structure	Strategies
<p><b>Communication 1.1:</b> Students engage in conversations in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<p>Greetings (1); Farewells (1); Asking for &amp; giving names (1); Agreement (1); Disagreement (1); Making requests (1); Feelings (1); Daily activities (2); Classroom needs (2); Calendar (2); Personal background (3); Likes &amp; dislikes (3); Favorites (3); Numbers (3); Months &amp; seasons of year (3); Holidays (3); weather (3); Family (4); Asking for &amp; giving age (4); Life events (4); friends (4); Relationships &amp; dating (4); Personality (4); School &amp; education (5); Narrating events using classifiers (5); Telling time (5); Sports (6); Activities &amp; hobbies (6); Community events (6); Daily routine (7); Hygiene (7); Household responsibilities (7); Clothing (7); Describing people (8); Ethnicity (8); Personal characteristics (8); Health (8); Nature (8); Local community (9); Home (9); Money (9); Transportation (9); Making plans (10); Occupations (10); Foods (10); Animals (10)</p> <p>Other: Idioms &amp; expressions (1-10); Synonyms; antonyms (1-10)</p>	<p>Making introductions (1); Using the Question-Maker (1); Making requests (1); Asking for help (2); Verifying comprehension (2); Using the WH-Face (2); asking for information (2); Requesting clarification (2); Asking background questions (3); Number incorporation (3); Exchanging personal information (3); Describe personality (4); Giving basic directions (5); Generalizing (5); Incorporating time into conversation (5); Conceptual accuracy of signs (5); Tenses (6); Narrating past events (6); Narrating future activities (6); Narrating events along a timeline (7); Interrupting (7); Describing clothing (7); Using classifiers as prepositions (7); Describing physical &amp; emotional characteristics (8); Giving detailed directions (9); Making plans (10)</p> <p>Other: Gambits (1-9)</p>	<p>Role of facial expressions (1); Eye contact (1); Formal vs. informal language (1); Iconicity (2); Variation in ASL (2); Backchanneling (3); Sentence rhythm (3); Effect of sign emphasis (3); Language change (4); Fixing mistakes (4); Semantics (<i>busy – business</i>) (5); Initialization (5); Multiple meanings/conceptual accuracy (5, 7); Rule of 9 (6); <i>Every</i> (7); Turn-taking (7); Location affects meaning (8); Signer's perspective (9)</p> <p>Other: Sign variation (1-10); Mouthing (1-10); Eye gaze (1-10); Speed &amp; rhythm (narratives 1-10)</p>	<p>Role of NMS (1); Language continuum (<i>great-good-so</i> <i>so-not very well-lousy</i>) (1); Sentence length Utterances (1); Sightlines (1); Directionality (2); Signed question mark (2); Sentence structure (2); Yes/no questions (1,2,3); Topiccomment structure (3); WH-questions (3); Shoulder-shifting (4); Age-Spot (4); Listing &amp; ordering (4); Pronoun-number incorporation (4); Classifiers (5, 6, 7, 8, 9, 10); ASL parameters (6); Tense markers (6); Spatial organization (7); Nounverb pairs (7); Descriptive expansion (8); Spatial visualization (9); Money spot (9)</p>	<p>Mix of open &amp; closed dialogues; Cartoons to elicit sentence-length utterances; Cloze exercises; Picture sequencing; Interviews; Story line up; Structure drills; Topic-specific activities; Circumlocution exercises; Relay activities; Interaction with native signers</p>

## Interpersonal Communication

	<b>Communication Standard</b>	<b>Communication</b>	<b>Functions</b>	<b>Pragmatics &amp; Prosody</b>	<b>Structure</b>	<b>Strategies</b>
<b>Interpretive / Receptive</b>	<b>Communication 1.2:</b> Students understand and interpret American Sign Language from recorded material or signed in person on a variety of topics.	Language play (puns, jokes); View recorded material, i.e., movies, vlogs, etc; Guest speakers; Watch learners present in groups or solo; View teacher communication in class, including teacher-teacher and teacher-learner interaction	Fingerspelling decoding strategies; Comprehension strategies; Cloze & circumlocution strategies; Recognition of contextual cues; Understand content rather than focus on sign recognition	Awareness of sight lines/visibility; Light conditions; Backchannelling; Eye contact; Handling distractions or interruptions; Awareness of regional differences in lexicon	Understanding paragraph-length utterances, narratives, or stories; Awareness of sentence boundaries & shifts; role-shifting; Topicalization; Signer's perspective	View presentations (solo & group); Group storytelling; Circumlocution exercises; Memorize stories, jokes, narratives; Relay activities
<b>Presentational / Expressive</b>	<b>Communication 1.3:</b> Students present information, concepts, and ideas in American Sign Language to an audience in person or via recorded material.	Record narratives, stories, ASL literature, and individual presentations; Live presentations (in class or outside) of narratives, stories, ASL literature, and individual presentations	Incorporating details for physical descriptions; Multiple perspectives & characters; Manage multiple timeline points (if needed); Awareness of the negative effects of stammering and hesitation on ASL discourse	Attention-getting strategies; Larger sign production; Use of formal variations when needed; Rhythm & patterns; Language "flow" rather than dysfluent production	Ability to sign paragraph-length utterances; ASL discourse diamond ( <i>introduction – details – conclusion</i> ); Vocabulary adequate to topic	Sign narrative stories; Perform ASL literature; Give presentations on assigned topics; Presentations on learner-selected topics; Individual storytelling; create vlogs

# Cultures

<b>Cultures Standard</b>	<b>Traditional Beliefs</b>	<b>Behaviors</b>	<b>Perspectives</b>
<p><b>Cultures 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture and the Deaf World.</p>	<p>Sharing background information is polite (1); Protocol to obtain attention via shoulder-tap or waving (1); Using voices in company of Deaf is rude (1); Socializing with Deaf is highly valued (1); Not saying farewell to everybody is rude (1); Respect for ASL fluency (1); Welcome hearing students learning ASL (2); Name signs are bestowed by the Deaf community (3); Value of having Deaf parents or siblings (4); Codas are part of the Deaf community (4); Friendships are valued (4); Preferred education is at a school for the Deaf (5); Polite to explain why late to an event (5); Oralism is oppressive (5); Value of contributing to hearing culture, e.g. Dummy Hoy (6); Being descriptive is not rude (7); Deaf people are bicultural and retain their unique differences, such as Native American heritage (8); Deaf people are not handicapped (8); Deaf people are not limited by deafness, e.g. deaf doctors (8)</p>	<p>Introductions include the exchange of background information to establish common ties and identity (1); Shake hands and hug (1); Tap gently to obtain attention (1); Make plans to see each other again before leaving (1); Individual farewells are polite (1); Repeating thank you to say "You're welcome" (2); Common bond is use of ASL and deafness (2); Backchannelling is expected (3); Visual applause (3); Respect is shown by signing &amp; facial expressions, not titles like Mr. or Mrs. (5); Protocol for turn-taking and interrupting (7); Descriptions become rude when paired with unflattering facial expressions (8)</p>	<p><i>Hearing impaired</i> conveys brokenness (2); Deaf people are proud to be deaf (2); Prefer self-labeling rather than from hearing (2); Cultural and linguistic minority (2); Common bond of being Deaf forms community &amp; culture (2); Cultural model of deafness preferred over pathological (2); Deaf community often replaces weak familial bonds (4); Visual language (e.g., pointing) is not rude (1, 5); Visual information is conveyed visually and is not considered rude, such as describing individuals in detail (8); Collectivism vs. individualism is prized (9)</p>
<p><b>Cultures 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture and the Deaf World.</p>	<p>Visual alerts (2, 7); Name signs (3); Videophones (3); Pagers (3); TTY (3); Schools for the Deaf as nexus of Deaf community (5); Gallaudet University (5); Storytelling competitions (6); Organizing Deaf-only sport tournaments (6); Deaflympics (6); Creation of football huddle (6); Tactile sign language (8)</p>	<p>Artwork: Plays, paintings, sculpture, other (2, 4); Interpreters (5); ASL literature (5, 6); Legends, e.g. log cabin = America (5); TDI's Blue Book (9); Guide dogs (10); Deaf organizations</p>	<p>Struggle to gain recognition of ASL (1); Struggle to gain recognition as minority group (1); Fight for closed captioning (7); Deaf World (4); Deaf people can do anything but hear (1, 10)</p>

# Connections

<b>Connections Standard</b>	<b>Geography</b>	<b>Mathematics</b>	<b>Technology</b>
<p><b>Connections 3.1:</b> Students reinforce and further their knowledge of other disciplines through studying American Sign Language.</p>	<p>Working with maps (Fingerspelling 3.8); USA States, Canadian Provinces, Mexico (3); Major cities in USA (3); State capitals (Fingerspelling 3.15); Strange place names (Fingerspelling 3.12); Famous Places; (Fingerspelling 3.16); College towns (Fingerspelling 5.13); Olympic Cities (Fingerspelling 6.7); Foreign Places (Fingerspelling 9.16); Bodies of water (Fingerspelling 8.2); City parks (Fingerspelling 9.6); Famous lakes (Fingerspelling 8.5); Oceans &amp; seas (Fingerspelling 8.7); Famous national parks (Fingerspelling 8.13); Famous deserts (Fingerspelling 8.11); Notable Mountains (Fingerspelling 8.8); Presidential Birthplaces (Fingerspelling 9.10); Famous Zoos (Fingerspelling. 10.15); Famous Monuments (Fingerspelling 9.2); City Populations (Numbers 4.4)</p>	<p>Counting (Numbers 1.2); Pattern decoding (Numbers 1.5, 2.9); Addition (Numbers 1.6); Subtraction (Numbers 1.7); Greek &amp; Latin numerical prefixes (Numbers 1.7); Astronomy 101 (Numbers 8.10); Populations (Numbers 9.3); Neighborhood rents (Numbers 9.6); At the Fruit Stand (Numbers 10.7); The Local Restaurant (Numbers 10.9); Exchange Rates (Numbers 9.8)</p>	<p>Closed captioning (7); Open captioning, subtitles, real time captioning (7); Hearing aids, cochlear implants (8); http://Search (1, 5, 6, 7, 8); Videophone (3); Visual alerts (2); www.icann.org (3); www.coda-international.org (4); www.rid.org (5); www.deaflympics.com (6); www.nad.org (7); www.ncicap.org (7); www.tdi-online.org (9); www.deafnfrative.com (8)</p>
<p><b>Interdisciplinary Reinforcement: Knowledge</b></p>	<p><b>History</b></p> <p>Historic perspectives on ASL (1); Growth of ASL acceptance from 1960s to now (1); Helen Keller (1); Gallaudet University (5); Cultural &amp; Historic figures (Fingerspelling 2.14, 2.15); 1880 Milan Conference (5); Famous literary &amp; historical figures (Fingerspelling 3.14); Olympic Cities (Fingerspelling 6.7); Famous Naturalists &amp; Explorers (Fingerspelling 8.16); Presidential Birthplaces (Fingerspelling 9.10)</p>	<p><b>Science</b></p> <p>Scientists Konstantin Tsiolkovsky, Thomas Edison (1); Chemistry Nobel prize: Sir John Warcup Cornforth (1); Deafness (prelingual &amp; postlingual) (5); Nutrition: Food Pyramid (10); Biology: hearing/ear process (2); Nobel Prizewinners (Fingerspelling 5.17); Planets (Fingerspelling 8.1); Flowers (Fingerspelling 8.3); Anatomy: Brain Functions (Fingerspelling 8.9, 10); Skeletal system (Fingerspelling 8.12)</p>	
	<p><b>Literature</b></p> <p>Poetry written in English: <i>Listen To Me</i> (1) &amp; <i>A Recipe for ASL</i> (10); Oral literature (5); ASL literature genres (6); Literature written in English by deaf authors: Robert Panara, Lex Lowman, Laura Searing, Linwood smith, Gil Eastman, Bernard Bragg, Eugene Bergman, Douglas Bullard (6); Famous literary &amp; historical figures (Fingerspelling 3.14); Titles of famous literary works (Fingerspelling 4.5); Names of famous authors (Fingerspelling 4.14); Famous poems &amp; poets (Fingerspelling 6.12); Deaf studies book titles (Fingerspelling 9.14); Literature signed in ASL: <i>Deafula</i> (5); <i>Story Using "5"</i> (5); <i>Symphony/Music</i> (5); <i>Haunted House</i> (6)</p>	<p><b>Sports</b></p> <p>invention of football huddle, Dummy Hoy, Curtis Pride, Luther H. Taylor, Leroy Colombo (6); Famous Athletes (Fingerspelling 6.1); Olympic Cities (Fingerspelling 6.7); Olympic Records (Numbers 6.3); Sports &amp; athletes (Fingerspelling 6.4)</p>	<p><b>Sociology</b></p> <p>Community-culture origins &amp; definitions (2); Genealogical studies/family trees (4); Law: Americans with Disabilities Act (7); Deaf native Americans (8); Critical thinking: Debating Deaf Child Area signs (3); Multicultural Deaf organizations (8); Deaf-blindness (8);Deaf education options &amp; controversies (5); Native American nations (Fingerspelling 8.14); Deaf population centers (Fingerspelling 9.4)</p>



<b>Cultures Standard</b> <b>(Connections 3.1 cont.)</b>	<b>Arts</b>	<b>Language/Linguistics</b>	<b>Reading</b>	<b>Writing</b>
	Deaf arts (2, 4); Theatre (4) Sculpture (4); Famous artists (Fingerspelling 2.17); Deaf actors: Bill Ennis, Patrick Graybill, Debbie Rennie (6); Deaf Playwright: Don Bangs (6); Names of Famous Artists (Fingerspelling 5.9); Notable people (Fingerspelling 5.16)  Major Level One artwork: <i>Road Signs</i> (2); <i>A Century of Difference</i> (2); <i>Untitled, 1989</i> (4); <i>The Bear Hunt</i> (4); <i>American Prohibited</i> (4); <i>A Tribute to 'Fingershell'</i> (4); <i>Cliff's Notetakers: Deaf Culture</i> (4); <i>Deaf Pride</i> (7); <i>Milan, Italy, 1880</i> (9)	Different languages have different structures (1); Examples of foreign sign languages (3); Languages change over time (4); ASLEngish interpretation (5)	Critical analysis: Working from a dictionary (2); Critical thinking: Poetry analysis (1); Focus sections: <i>How Do People Learn ASL?</i> (1); <i>What is deafness? What is Deaf Culture?</i> (2); <i>Is Sign Language Universal?</i> (3); <i>The Deaf Experience &amp; the Arts</i> (4); <i>Deaf Education... Decisions &amp; Controversies</i> (5); <i>The Literature of American Sign Language</i> (6); <i>The Sign Language Continuum</i> (7); <i>Sometimes Normal, Sometimes Disabled, Sometimes Handicapped?</i> (8); <i>The Deaf &amp; Hearing Worlds</i> (9)	Critical thinking: Poetry analysis (1); Deaf art as identity expression (2); Deaf Child Area signs (3); Benefits & Drawbacks of Deaf hearing parents with Deaf/Deaf parents (4); Pros & Cons of ASL (4); Educational options (5); Value of Literature (6); Definitions of handicapped (8); Peddlers (9); Deaf & Hearing Worlds (9); Milan, Italy (9); Occupations (10);  Reflections: What is deafness like? (1); Encounters with deafness (1); What can't Deaf people do? (3); Life of a coda (4); Cliff's Notetakers (4); Hidden Disability (5, 8); Deaflympics (6); Equal Through Sports (6); ASL & English (7); PSE (7); Captioning (7); <i>Deaf Pride</i> (7); Political Correctness (8); Deaf Doctors (8); Guide dogs (10); <i>Recipe for ASL</i> (10)
<b>Cultures Standard</b> <b>Connections 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through studying American Sign Language and Deaf Culture.				
<b>Interdisciplinary Reinforcement (cont.)</b>				
<b>Distinctive Viewpoints</b>			<b>Socio-Cultural Viewpoints</b>	Deaf form cultural minority (1); Eye contact is polite, with protocol to break eye contact when needed (1); Attention-getting strategies are physical and visual in nature (1); Importance of individual farewells (1); Facial expressions are natural (1); Medical vs. cultural model of deafness (2); Deaf world (2); Visual alerts (2); Visual applause (3); Value of name signs (3); "deafness isn't the opposite of hearing. It's a silence full of sound" (2); Value of having Deaf children (4); Dual identities: Deaf & other multi-cultural backgrounds (4); Close friendships sometimes more valuable than family (4); Value of schools for the deaf (5); Sharing information (5); Turn-taking strategies are polite (7); Blunt nature of visual descriptions are not rude (8); Deaf as neither disability or handicap (8); Hearing-Deaf exposure / interaction is beneficial (9); Deaf people can do anything but hear (9); Peddling: Shame or means of survival (9); Interdependence is valued (9); Deaf community is closely linked together (9); Collective value on group harmony, solidarity, & cooperation (9); Bragging about accomplishments, difference in income, education, employment, status symbols de-emphasized (9)

# Comparisons

	<b>Comparisons Standard</b>	<b>English &amp; ASL Differences</b>	<b>Unique ASL Features</b>	<b>Nature of Language</b>	<b>Pragmatics</b>	<b>Strategies</b>
<b>Comparing Languages</b>	<p><b>Comparisons 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their native language.</p>	<p>Closing signal (1); Use of the Question-Maker, similar to raising voice to ask questions (1); Eye gaze (1); Use of NMS (1); NMS influenced by sentence type (2); Iconicity (2); Structure (1, 2, 3); Visual backchannelling (3); Spatial timeline (6); Tense incorporation (6); Spatial organization (7); Location of sign changes meaning (7); Noun-verb pairs (7); Spatial visualization (9); Efficiency of fingerspelling vs. signing (9)</p>	<p>Eye contact (Intro); Sign space (Intro); Dominant/non-dominant hand (Intro); Passed down by children in residential schools (1); Directionality (2); Name signs (3); Use of space to influence sign meaning (3); Gender distinction (4); Shoulder-shifting (4); Number-pronoun incorporation (4); Agent marker (5); Classifiers (5, 6); ABC, classifier, &amp; number stories (5, 6); Mouth NMS (6); Nounverb pairs (7); Signer's perspective orientation (9)</p>	<p>Formal &amp; informal ways to communicate (1, 2); ASL and English can't be used simultaneously (1); Socializing with native speakers essential (1); Variation in signs/accents (2); Languages differ from country to country (3); Slang &amp; expressions (3); All languages change over time (4); Language rules &amp; parameters (6); Creation of new vocabulary (6)</p>	<p>English on the mouth discouraged (1); Multiple meanings (1-10); Slight parameter differences affect meaning (3); Respect conveyed via facial expressions, not titles (5); Sign language continuum (7); Turn-taking strategies (7); Political correctness (8)</p>	<p>Journal entries; Focus sections; Classroom exercises; Eyes on ASL segments; Deaf Culture Notes, Accent Steps, ASL Up Close, Socializing with native signers</p>
<b>Comparing Cultures</b>	<p><b>Comparisons 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of Deaf culture and their own.</p>	<p>Introductions &amp; background information (1); Use of voice considered inappropriate in mixed company (1); Making plans with farewells (1); Most Deaf from hearing families (1); Deaf as cultural group vs. disability (2); Family dynamics (4); Close lifelong friendships (4); Variety of educational approaches (5); Explaining late arrivals in depth (5); Emphasis on oral skills (5); Deaf athletic tournaments (6); Use of closed captioning (7); Bilingual-bicultural (7); Pride in being Deaf (1, 7); Value in being direct (8); Novelty of ASL in hearing culture (9); Collectivism/individualism (9)</p>	<p>Mentioning hearing status (1); Shoulder tap / attention-getting strategies (1); Eye contact conveys paying attention (1); ASL passed down by children in residential schools (1); Deaf as culture, not pathology (2); Deaf World (2); Visually oriented – alerts, lights, etc. (2); Visual applause (3); name signs (3); Codas (4); Only Deaf in mainstream program (5); Gallaudet University (5); Deaflympics (6); Deaf-blindness (8); <i>deaf people can do anything but hear</i> (9)</p>	<p>Passed down generation to generation (1); Minority groups (2); Shared experience with its own values, social norms, history, and traditions (2); Formation of culture from community (2); Self-perception differs from surrounding perception (2); Congregate together (3); Creation of art &amp; literature (4); Exchanging of ideas, e.g., football huddle (6); Multicultural backgrounds (8)</p>	<p>A time and place to approach Deaf individuals for practice (2); <i>Deaf vs. hearing impaired</i> (2); Respect conveyed via facial expressions, not titles (5); Turntaking strategies (7)</p>	<p>Journal entries; Focus sections, Deaf Culture Notes, Accent Steps, ASL Up Close, Socializing with the Deaf community</p>

# Communities

	<b>Communities Standard</b>	<b>Interpersonal</b>	<b>Deaf Community</b>	<b>Occupational Use</b>	<b>Deaf Culture</b>	<b>Strategies</b>
<b>Communicating Outside of Class</b>	<p><b>Communities 5.1:</b> Students use American Sign Language both within and beyond the school setting.</p>	<p>Recognize and use formal vs. informal greetings (1); Can make plans to meet again (1); Uses ASL slang &amp; common expressions (1- 9); Aware of ASL gambits used in authentic, native-like conversation (1-9); Recognizes sign variation and/or strategies to understand unknown signs (1-10); Can ask for and request clarification, help, or further understanding (2); Communicates on a range of real-life, meaningful topics of mutual interest (1-9); Demonstrates receptive comprehension (1-10) and presentational language ability (1-10)</p>	<p>Exercises sensitivity to approaching Deaf individuals for ASL practice (1); Does not impose hearing-centric cultural values on Deaf (1, 2, 9); Recognizes desire for Deaf-only organizations (6); Understands linguistic, educational, and multicultural variation (1, 5, 7, 8); Supports ASL events such as storytelling, drama, and theatre (5, 6); Interacts with the Deaf community rather than simply observing (1); Is sensitive to cultural boundaries (9)</p>	<p>Possesses a variety of vocabulary adequate for a range of occupational settings (1-10); Exploration of occupational value of ASL fluency (1-10); Awareness of how to work with an interpreter (5)</p>	<p>Understands role of eye contact (1); Includes first &amp; last names with introductions (1); Exchanges background information and/or hearing status (1); Applies attention-getting strategies (1); Identifies with the cultural view of Deafness (2); Awareness of cultural differences, e.g. politeness, directness (8); Demonstrates sensitivity to cultural boundaries (9)</p>	<p>Deaf events; Study of conversational gambits to aid in communication; Has a variety of academic, practical, and situational vocabulary; Familiarity with idioms and expressions; Unhearsed conversation; Authentic materials (receptive and expressive); Interaction with native users at community events</p>
<b>Personal Enrichment</b>	<p><b>Communities 5.2:</b> Students show evidence of becoming life-long learners by using American Sign Language for personal enjoyment and enrichment.</p>	<p>Vlog handpals (video pen pal interaction); Self-directed and initiated use of ASL</p>	<p>Advocate for Deaf causes (1, 9); Interact with the Deaf community as an equal (9); Participate in Deaf events on topics of interest (ASL literature, e.g.) (7)</p>	<p>View Deaf colleagues as equals (9)</p>	<p>Become an ally of Deaf culture (1, 9)</p>	<p>Reading novels of the Deaf or coda experiences; Attending Deaf events; Direct participation in ASL-related events (storytelling competitions, theatre, Deaf community events); Socializing with native signers; View films featuring ASL</p>

# Fingerspelling

	<i>Fingerspelling &amp; Handshape Drills</i>	<i>Solo Communication</i>	<i>Interpersonal Communication</i>	<i>Multiple Skill Connections</i>	<i>Learning Strategies &amp; Use</i>	<i>Special Features</i>
<b>ASL Manual Alphabet: Two Perspectives</b>						
<b>Intro vii-viii</b>						
<b>Unit 1 Pp. 1-7</b>	1.1 (Three Letter Names); 1.4 (The ABC's); 1.5 (Trouble Letters); 1.8 (Four Letter Names); 1.12 (Five Letter Names); 1.16 (OH Drill); 1.17 (Double Letter Drill); 1.19 (Handshape Drills)	1.2 (What are Their Names?); 1.6 (First & Last Names); 1.7 (Introductions); 1.13 (More Introductions); 1.14 (First & Last)	1.9 (Name Exchange); 1.10 (Making Introductions); 1.20 (Fingerspelling Challenge)		Fingerspelling Do's & Don'ts (pg. 1); Correct Handshapes (pg. 2); 1.3 (Common Errors); How Important is Fingerspelling? (pg. 3); Moving the Hand (pg. 5); Fixing Mistakes (pg. 6); 1.18 (Fingerspelled Words)	1.11 (Double Letters); 1.15 (Mc- Names)
<b>Unit 2 Pp. 7-11</b>	2.1 (Five Letter Names); 2.3 (K, P Drill); 2.4 (K, P Words); 2.5 (Six Letter Names); 2.6 (Six Letter Drill); 2.8 (Handshape Drills); 2.11 (Seven Letter Names); 2.12 (Double Letter Challenge); 2.16 (MN Drill); 2.19 (Handshape Drills)	2.2 (Who?); 2.9 (First & Last); 2.13 (More Introductions); 2.17 (Famous Artists)	2.7 (Reservations); 2.10 (Party); 2.14 (Famous People); 2.15 (More Famous People); 2.20 (Fingerspelling Challenge)	English-ASL structure & fingerspelling (2.13); Cultural & Historic Figures (2.14, 2.15); Famous Artists (2.17)	Why Aren't There Signs For Words Like Truck? (pg. 8); Decoding Strategies (pg. 8); 1.18 (Fingerspelled Words)	
<b>Unit 3 Pp. 12-18</b>	3.1 (Different Places); 3.2 (Eight Letter Names); 3.4 (Long Names); 3.9 (LP Drill); 3.10 (Names & Places); 3.13 (Strange Place Names); 3.14 (Famous Names); 3.17 (More Long Names); 3.19 (Handshape Drills)	3.5 (The Fifty States & Canadian Provinces); 3.6 (Birthplaces); 3.7 (Places Near You); 3.11 (Abbreviations); 3.12 (Hometowns); 3.16 (Famous Places)	3.8 (Places on the Map); 3.15 (Capital Cities); 3.20 (Fingerspelling Challenge)	Geography (3.8, 3.15, 3.16); Historic Figures (3.14)	Decoding Strategies (pg. 12); 3.18 (Fingerspelled Words)	2.3 (O', St., several term names)
<b>Unit 4 Pp. 18-24</b>	4.1 (Last Names); 4.4 (C, E, O Words); 4.7 (EO Drill); 4.9 (Common Family Names); 4.10 (EA Drill); 4.17 (Various Names); 4.19 (Handshape Drills)	4.2 (Your Family); 4.3 (Hernandez Family Tree); 4.8 (Brooks Family Tree); 4.11 (Keeping Track); 4.12 (More Lists)	4.5 (Titles); 4.6 (TV Shows); 4.15 (Television); 4.16 (Interview); 4.20 (Fingerspelling Challenge)	Literature (4.5); Authors (4.14)	How Can I Improve My Understanding of Fingerspelling? (pg. 19); Fingerspelling Possessive 'S (pg. 21); 4.18 (Fingerspelled Words)	2.13 (Fingerspelling Initials)

	<b>Fingerspelling &amp; Handshape Drills</b>	<b>Solo Communication</b>	<b>Interpersonal Communication</b>	<b>Multiple Skill Connections</b>	<b>Learning Strategies &amp; Use</b>	<b>Special Features</b>
<b>Unit 5 Pp. 24-29</b>	5.2 (Colleges & Universities); 5.4 (Trouble Letters); 5.15 (PP Drill); 5.19 (Handshape Drills)	5.1 (School Towns); 5.7 (Schools); 5.9 (Famous Artists); 5.11 (Students); 5.12 (Mascots); 5.13 (College Towns); 5.16 (Notable People); 5.17 (Nobel Prizewinners)	5.3 (Background); 5.5 (Youth Conference); 5.6 (Schools for the Deaf); 5.8 (College Days); 5.10 (Using the Agent Marker); 5.14 (Majors); 5.20 (Fingerspelling Challenge)	English-ASL structure & fingerspelling (5.7); Famous Artists (5.9); Cultural Figures (5.16, 5.17)	If One Sign Has Several Meanings, How do I Make Sure I'm Clear? (pg. 27); 5.18 (Fingerspelled Words)	
<b>Unit 6 Pp. 30-34</b>	6.1 (Famous Athletes); 6.3 (Trouble Letters); 6.13 (HE Drill); 6.19 (Handshape Drills)	6.2 (Personal Calendars); 6.5 (Names & Ages); 6.6 (Unique Names); 6.7 (Olympic Cities); 6.11 (Hometown Teams); 6.12 (Famous Poems); 6.14 (Sports Terms); 6.15 (Using Fingerspelling); 6.16 (More Famous Athletes); 6.17 (Sports Halls of Fame)	6.4 (Sports & Athletes); 6.8 (Q&A); 6.20 (Fingerspelling Challenge)	English-ASL structure & fingerspelling (6.2); Age & fingerspelling (6.5); Years & fingerspelling (6.7); Famous Poetry & Poets (6.12)	Don't Fingerspell TH or ST After Numbers (pg. 30); Decoding Strategies (pg. 32); 6.10 (Shapes); 6.19 (Fingerspelled Words)	6.9 (Hyphenated Names)
<b>Unit 7 Pp. 35-40</b>	7.1 (Brand Names); 7.3 (Trouble Letters); 7.14 (Pets?); 7.15 (Trouble Letters); 7.17 (Long Names); 7.19 (Handshape Drills)	7.4 (Activities); 7.5 (At the Mall); 7.7 (Colors); 7.8 (More Colors); 7.10 (Famous Designers); 7.11 (Types of Pets); 7.12 (Best Pictures); 7.13 (When and Who?); 7.16 (Grocery Stores)	7.2 (Where are You Going?); 7.6 (Famous Shopping); 7.9 (What Do People Go There For?); 7.20 (Fingerspelling Challenge)	English-ASL structure & fingerspelling (7.13)	Do I Fingerspell Everything? (pg. 35); It Takes Me a Long Time to Fingerspell. Can I Just Abbreviate? (pg. 39); 7.18 (Fingerspelled Words)	
<b>Unit 8 Pp. 41-46</b>	8.1 (The Planets); 8.4 (Trouble Letters); 8.5 (Famous Lakes); 8.7 (Oceans & Seas); 8.11 (Famous Deserts); 8.14 (Native American Nations); 8.16 (Famous Naturalists & Explorers); 8.17 (At the Pharmacy); 8.19 (Handshape Drills)	8.3 (Flowers); 8.8 (Notable Mountains); 8.10 (Anatomy II); 8.12a (Skeletal System); 8.12b (Making Connections); 8.13 (Famous National Parks)	8.2 (Bodies of Water); 8.9 (Anatomy); 8.12c (Where?); 8.15 (Common Illnesses); 8.20 (Fingerspelling Challenge)	Geography (8.2, 8.7, 8.13); Botany (8.3); Anatomy (8.9, 8.10, 8.12); Anthropology (8.14); History (8.16)	How do Deaf-Blind People Understand Fingerspelling? (pg. 42); Fingerspelling Technical Terms (pg. 44); 8.18 (Fingerspelled Words)	8.6 (Tactile Fingerspelling)

	<b>Fingerspelling &amp; Handshape Drills</b>	<b>Solo Communication</b>	<b>Interpersonal Communication</b>	<b>Multiple Skill Connections</b>	<b>Learning Strategies &amp; Use</b>	<b>Special Features</b>
<b>Unit 9</b> <b>Pp.</b> <b>46-51</b>	9.1 (At the Car Lot); 9.5 (Trouble Letters); 9.8 (Yellow Pages); 9.16 (Foreign Places); 9.17 (More Famous Movies); 9.19 (Handshape Drills)	9.4 (Deaf Population Centers); 9.6 (City Parks); 9.7 (Hometown Locations); 9.9 (Prices); 9.10 (Presidential Birthplaces); 9.11 (At the Movie Theater); 9.13 (More Strange Names); 9.14 (At the Library); 9.15 (Giving Directions)	9.2 (Road Trip); 9.3 (Doing Errands); 9.12 (Travel Plans); 9.20 (Fingerspelling Challenge)	Geography (9.4, 9.6, 9.16); Spatialization & Fingerspelling (9.7); Money & Fingerspelling (9.9); American Government (9.10); Deaf-studies titles (9.14)	Why Fingerspell a Word When a Sign Exists? (pg. 48); 9.18 (Fingerspelled Words)	
<b>Unit 10</b> <b>Pp.</b> <b>51-56</b>	10.1 (Fingerspelled Foods); 10.2 (Popular Cheeses); 10.5 (Kitchen Spice Rack); 10.8 (Types of Trees); 10.9 (Famous Chefs); 10.12 (Trouble Letters); 10.19 (Handshape Drills)	10.3 (Companies); 10.7 (Being Specific); 10.10 (Future Plans); 10.11 (More Occupations); 10.14 (At the Restaurant); 10.15 (Famous Zoos)	10.4 (Business Acronyms); 10.6 (What is it?); 10.20 (Fingerspelling Challenge)	English-ASL structure & fingerspelling (10.10, 10.14); Geography (10.15)	I See Deaf People Using Signs Instead of Fingerspelling. Why Can't I? (pg. 52); Decoding Fingerspelling (10.13); 10.16 (Fingerspelled Occupations); 10.17 (Animals); 10.18 (Fingerspelled Words); Plural or Possessive "S" (pg. 56)	
<b>Pp.</b> <b>57-61</b>	More Fingerspelling Activities 1. The ABC's 2. Acrostics 3. Pangrams 4. Palindromes 5. I before E 6. Acrostic Story 7. Homonyms 8. Rare Spellings 9. Greek Alphabet 10. Groups of... 11. Commonly Fingerspelled Terms					

# Numbers

	<b>Numbers Topics</b>	<b>Number Drills</b>	<b>Solo Communication</b>	<b>Interpersonal Communication</b>	<b>Numbers &amp; Fingerspelling</b>	<b>Multiple Skill Connections</b>	<b>Learning Strategies &amp; Use</b>
	A majority of numbers exercises focus on individual skill development. Exercises marked with an asterisk are easily adapted for interpersonal communication.						
<b>Unit 1 Pp. 63-67</b>	0-10 (pg.64); palm orientation; counting	1.1 (Palm Orientation); 1.4 (Trouble Numbers); 1.10 (Number Drill)	1.2 (How Many?); 1.5 (Patterns); 1.6 (Addition); 1.8 (Subtraction); 1.9 (What Number are You?)	*1.3 (Number Challenge); *1.9 (What Number are You?)	1.7 (How Many is That?)	Basic counting (1.2); Pattern decoding (1.5); Addition (1.6); Subtraction (1.8)	Do's and Don't's (pg.63); Avoid Confusing W & 3 / 0 & O (pg.65); Why are Numbers 1-5 Different? (pg.66)
<b>Unit 2 Pp. 68-74</b>	11-20 (pg.69; 21-30 (pg.71); calendar	2.3 (Vertical Drills); 2.4 (Horizontal Drills); 2.5 (Shape Drills); 2.7 (Trouble Numbers); 2.9 (Horizontal Drills); 2.10 (Number Drill)	2.1 (Numbers 11-20); 2.6 (Attendance); 2.8 (When is it?)	*2.2 (Number Challenge); *2.8 (When is it?); ASL Numbers 1-30 Review		Spatial orientation (2.3- 2.5); pattern decoding (2-9)	Do Numbers 16-19 Have to Include the Number 10? (pg.70)
<b>Unit 3 Pp. 75-83</b>	31-100 (pg.76); 100- 999 (pg.77), email; handshape orientation; dates; addresses; telephone numbers	3.4 (Vertical Drills); 3.7 (Mixed Numbers); 3.13 (Telephone Numbers); 3.14 (More Mixed Numbers)	3.1 (Numbers 31-100); 3.5 (Hundreds Practice); 3.6 (What Page is That?); 3.9 (IP Addresses); 3.10 (What is Today?); 3.11 (Addresses); 3.12 (Area Codes); 3.13 (Telephone Numbers); 3.15 (Skills Review)	*3.2 (Number Challenge); *3.6 (What Page is That?); *3.8 (Email); *3.10 (What is Today?); *3.11 (Addresses); *3.13 (Telephone Numbers); Numbers 31-999 Review	3.8 (Email); 3.10 (What is Today?); 3.11 (Addresses); 3.15 (Skills Review)	Using the calendar (3.10); Geography (3.12)	Are Using the Number Exceptions Really Important? (pg.75); 3.3 (Number Exceptions); When to Use the Hundred Sign (pg.79); Fourdigit series (pg.80); Adding -TH, -ST, - ND (pg.80)
<b>Unit 4 Pp. 84-91</b>	1,000- 1,000,000+ (pg.85); city populations; years; Listing & Ordering; age; pronouns	4.3 (Vertical Drills); 4.12 (Multiple Ages)	4.1 (Numbers 1,000- 1,000,000); 4.5 (Signing the Year); 4.7 (Using Dates); 4.8 (From First to Last); 4.11 (Signing Age); 4.13 (How Old is it?); 4.14 (How Many?); 4.15 (Skills Review)	*4.2 (Number Challenge); 4.4 (How Many?); 4.6 (What's the Date?); 4.14 (How Many?); Numbers 1,000-1,000,000+ Review	4.4 (How Many?); 4.6 (What's the Date?); 4.15 (Skills Review)	Geography (4.4); spatial organization (4.10)	Signing years like 2015 (pg.87); Different ways to sign age (pg.89)

<b>Unit 5 Pp. 92-97</b>	<b>Numbers Topics</b>	<b>Number Drills</b>	<b>Solo Communication</b>	<b>Interpersonal Communication</b>	<b>Numbers &amp; Fingerspelling</b>	<b>Multiple Skill Connections</b>	<b>Learning Strategies &amp; Use</b>
	Population statistics; class years; time	5.1 (Numbers)	5.2 (Room Numbers); 5.3 (Telecommunications); 5.6 (How Many?); 5.7 (Graduation); 5.8 (Since When?); 5.9 (How Long Has it Been?); 5.11 (What Time is it?); 5.11(2) (Minutes); 5.12 (Seconds); 5.13 (Telling Time); 5.14 (Using Time); 5.15 (Skills Review)	*5.3 (Telecommunications); *5.6 (How Many?); *5.7 (Graduation); *5.9 (How Long Has it Been?); *5.11 (What Time is it?); *5.13 (Telling Time); *5.14 (Using Time)	5.4 (Enrollment); 5.5 (Schools for the Deaf); 5.7 (Graduation); 5.14 (Using Time)	Addresses (5.5); Telling time (5.11-13); Transportation schedules (5.14)	Mentioning A.M. & P.M. (pg.95); Signing seconds (pg.96)
<b>Unit 6 Pp. 98-104</b>	Sports statistics; tense & years; Rule of 9	6.1 (Numbers)	6.2 (How Many?); 6.4 (Where the Crowds Are); 6.5 (Then & Now); 6.6 (Rule of 9: Age); 6.7 (Rule of 9: Time); 6.8 (Rule of 9: Hours); 6.9 (Rule of 9: Minutes); 6.10 (Rule of 9: Days); 6.11 (Rule of 9: Weeks); 6.12 (Rule of 9: Months); 6.13 (Rule of 9: Years); 6.14 (Using the Tenses); 6.15 (Skills Review)	*6.2 (How Many); *6.4 (Where the Crowds Are); *6.6 (Rule of 9: Age); *6.7 (Rule of 9: Time); *6.8 (Rule of 9: Hours); *6.9 (Rule of 9: Minutes); *6.10 (Rule of 9: Days); *6.11 (Rule of 9: Weeks); *6.12 (Rule of 9: Months); *6.13 (Rule of 9: Years); *6.14 (Using the Tenses)	6.3 (Olympic Records)	Geography (6.4)	Why Can't Larger Numbers Follow the Rule of 9? (pg.102)
<b>Unit 7 Pp. 105-109</b>	Inexact time; spatial/temporal organization	7.1 (Numbers)	7.2 (Wake-Up Times); 7.3 (Bed Time); 7.4 (How Much Time?); 7.6 (More Grouping); 7.7 (Odds & Evens); 7.8 (Activities); 7.9 (Nap Time); 7.11 (Life in the Future); 7.12 (Life in the Past); 7.13 (Recurring Activities); 7.14 (Available Time); 7.15 (Skills Review)	*7.2 (Wake-Up Times); *7.3 (Bed Time); *7.4 (How Much Time?); *7.8 (Activities); *7.9 (Nap Time); *7.11 (Life in the Future); *7.12 (Life in the Past); *7.14 (Available Time)	7.5 (Grouping Details); 7.10 (How Long Was I Asleep?)	Time calculation (7.10)	



	<b>Numbers Topics</b>	<b>Number Drills</b>	<b>Solo Communication</b>	<b>Interpersonal Communication</b>	<b>Numbers &amp; Fingerspelling</b>	<b>Multiple Skill Connections</b>	<b>Learning Strategies &amp; Use</b>
<b>Unit 8 Pp. 110-113</b>	Weight; population; height; medical statistics	8.1 (Numbers)	8.2 (Body Facts); 8.3 (Weights); 8.5 (Signing Height); 8.6 (More Height); 8.7 (Heights of Objects; Trees); 8.10 (Astornomy); 8.12 (Health Statistics); 8.13 (How Long?); 8.14 (Exercise Tips); 8.15 (Skills Review)	*8.2 (Body Facts); *8.4 (Population); *8.5 (Signing Height); *8.11 (Medical Conditions)	8.7 (Heights of Objects; Trees); 8.8 (Heights of Objects; Mountains); 8.9 (Rivers); 8.10 (Astronomy); 8.11 (Medical Conditions); 8.12 (Health Statistics)	Population statistics (8.4); Natural world (8.7); Basic astronomy (8.10); Illness statistics (8.11)	Height of people vs. objects (pg.111)
<b>Unit 9 Pp. 114-119</b>	Population; money; rent; zip codes; prices; addresses	9.1 (Numbers); 9.10 (More Zip Codes)	9.3 (Populations); 9.4 (More Populations); 9.5 (Dollars & Cents); 9.8 (Exchange Rates); 9.9 (How Much?); 9.11 (Famous Places); 9.12 (Transportation Schedules); 9.13 (Deaf Community Addresses); 9.14 (More Community Addresses); 9.15 (Skills Review)	*9.2 (Populations); *9.6 (Neighborhood Rents); *9.8 (Exchange Rates); *9.9 (How Much?); *9.11 (Famous Places); *9.12 (Transportation Schedules); *9.13 (Deaf Community Addresses); *9.14 (More Community Addresses); *9.15 (Skills Review)	9.2 (Tall Buildings); 9.4 (More Populations); 9.6 (Neighborhood Rents); 9.7 (Famous Zip Codes); 9.8 (Exchange Rates)	Geography (9.7, 9.11); international money systems (9.8); addresses (9.11); transportation schedules (9.12)	
<b>Unit 10 Pp. 120-124</b>	Salaries & income; occupation statistics	10.1 (Numbers)	10.2 (Average Salaries); 10.3 (Time for a Raise?); 10.4 (Enrollment); 10.5 (More Occupations); 10.6 (At the Grocery Store); 10.8 (Caloric Information); 10.9 (The Local Restaurant); 10.10 (Ingredients); 10.11 (Prices); 10.12 (Business Cards); 10.14 (Animal Facts); 10.15 (Skills Review)	*10.2 (Average Salaries); *10.4 (Enrollment); *10.5 (More Occupations); *10.8 (Caloric Information); *10.9 (The Local Restaurant); *10.10 (Ingredients)	10.7 (At the Fruit Stand); 10.13 (Endangered Species)	Occupational statistics (10.5); price computation (10.7, 10.9)	
<b>Pp. 125-128</b>	More Numbers Activities 1. Population Changes 2. Immigration 3. Age Distribution 4. State Populations 5. In the Past Month...						

# Cultures

<b>Glossing Topics</b>	<b>ASL-to-Gloss</b>	<b>Other</b>	<b>Glossing Topics</b>	<b>ASL-to-Gloss</b>	<b>Other</b>
<b>Intro Pp. 129-130</b>	<p>An overview of the major features of transcribing ASL into “gloss” for reference. Also included is a brief description of the origins of the glossing system.            Note: The materials focus on developing a basic understanding of the glossing conventions and are not exhaustive.</p>				
<b>Unit 1 Pp. 131-133</b>	Signs glossed with one, two, or more words; Deixis; Nonmanual signals	1.1 (One-Word Glosses); 1.2 (Two-and-Three-Word Glosses); 1.3 (Glossing Deixis); 1.4 (Gloss Completion); 1.5 (Non-Manual Signals)	<b>Unit 6 Pp. 148-150</b>	Mouth NMS; Tenses; Rule of 9	6.1 (Review); 6.2 (Non-Manual Signals); 6.3 (NMS: The Mouth); 6.4 (Classifiers); 6.5 (Tenses); 6.6 (Rule of 9)
<b>Unit 2 Pp. 134-136</b>	WH-Face; Directionality; Signed Question Mark (HUH); more NMS	2.1 (Glossing Rules); 2.2 (The WH-Face); 2.3 (Using Non-Manual Signals); 2.4 (Glossing Directionality); 2.6 (Non-Manuals)	<b>Unit 7 Pp. 151-154</b>	Recurring events; Classifiers; Spatial Organization; Noun-Verb pairs	7.1 (Review); 7.2 (Recurring Events); 7.3 (CL:C); 7.4 (Spatial Organization); 7.5 (Noun-Verb Pairs); 7.6 (Descriptions)
<b>Unit 3 Pp. 137-140</b>	Fingerspelling; RH (used with WHY); numbers; possessives	3.1 (Review); 3.2 (Where Do You Live?); 3.3 (WHQ and RH-Q); 3.4 (Glossing Numbers); 3.5 (More Numbers); 3.6 (Possessives)	<b>Unit 8 Pp. 155-157</b>	Height; Weight; Classifiers	8.1 (Review); 8.2 (Height & Weight); 8.3 (Hairstyles & Classifiers); 8.4 (Descriptions); 8.5 (Glossing Rules); 8.6 (Glossing Errors)
<b>Unit 4 Pp. 141-144</b>	Shoulder-Shifting; age; Listing & Ordering; pronouns	4.1 (Review); 4.2 (Shoulder-Shifting); 4.3 (Age Signs); 4.4 (Listing & Ordering); 4.5 (How Many?); 4.6 (Catching Mistakes)	<b>Unit 9 Pp. 158-160</b>	Eye gaze; Money	9.1 (Review); 9.2 (Around the House); 9.3 (NMS); 9.4 (CL: Claw); 9.5 (Money); 9.6 (Transportation)
<b>Unit 5 Pp. 145-147</b>	Agent Marker; Classifiers; Time	5.1 (Review); 5.2 (Agent Markers); 5.3 (Single-sign Classifiers); 5.4 (Sentence Classifiers); 5.5 (Double-sign Classifiers); 5.6 (Time)	<b>Unit 10 Pp. 161-163</b>	Agent Marker exceptions; Classifiers	10.1 (Review); 10.2 (Who or What?); 10.3 (Using BECOME & to be); 10.4 (Glossing Food); 10.5 (Dialogue); 10.6 (Classifiers)
<b>Glossing Index Pp. 173-206</b>	<p>Each sign introduced in Level One is transcribed into the glossing system for easy reference.</p>				

# Fingerspelling & Numbers By Unit

Fingerspelling		Numbers
<b>vii-viii</b>	Manual Alphabet, two perspectives	
<b>Unit 1</b> <b>Pp.</b> <b>1-7</b>	<p>1.1: <i>Three letter names.</i> 10 columns of 3-letter names. (drill)</p> <p>1.2: <i>What are their names?</i> (fingerspelling in context)</p> <p>1.3: <i>Common errors.</i> Handshape parameter development. (drill)</p> <p>1.4: <i>The ABC's.</i> (various skill-building)</p> <p>1.5: <i>Trouble letters.</i> 10 columns of 3-letter names (drill)</p> <p>1.6: <i>First &amp; last names.</i> (fingerspelling in context)</p> <p>1.7: <i>Introductions.</i> (fingerspelling in context)</p> <p>1.8: <i>Four letter names.</i> 10 columns of 4-letter names. (drill)</p> <p>1.9: <i>Name exchange.</i> Fingerspelling 4-letter names. (drill)</p> <p>1.10: <i>Making introductions.</i> (fingerspelling in context)</p> <p>1.11: <i>Double letters.</i> Instruction followed by examples. (drill)</p> <p>1.12: <i>Five letter names.</i> 10 columns of 5-letter names. (drill)</p> <p>1.13: <i>More introductions.</i> (fingerspelling in context)</p> <p>1.14: <i>First &amp; last.</i> Fingerspelling 4 and 5-letter names. (drill)</p> <p>1.15: <i>Mc-Names.</i> Instruction followed by examples. (drill)</p> <p>1.16: <i>OH drill.</i> Letter assimilation development. (drill)</p> <p>1.17: <i>Double-letter drill.</i> Fingerspelling double letters. (drill)</p> <p>1.18: <i>Fingerspelled words.</i> (various skill building)</p> <p>1.19: <i>Handshape drills.</i> Handshape parameter development. (drill)</p> <p>1.20: <i>Fingerspelling challenge.</i> Visual discrimination development. (drill)</p>	<p>ASL Numbers 0–10 (page 64)</p> <p>1.1: <i>Palm orientation.</i> Handshape parameter development. (drill)</p> <p>1.2: <i>How many?</i> Visual discrimination development. (drill)</p> <p>1.3: <i>Number challenge.</i> (various skill-building)</p> <p>1.4: <i>Trouble numbers.</i> Handshape parameter development. (drill)</p> <p>1.5: <i>Patterns.</i> Visual discrimination development. (drill)</p> <p>1.6: <i>Addition.</i> (numbers in context)</p> <p>1.7: <i>How many is that?</i> (numbers and fingerspelling in context)</p> <p>1.8: <i>Subtraction.</i> (numbers in context)</p> <p>1.9: <i>What number are you?</i> (numbers in context)</p> <p>1.10: <i>Number drill.</i> Handshape parameter development. (drill)</p>
<b>Unit 2</b> <b>Pp.</b> <b>7-11</b>	<p>2.1: <i>Five letter names.</i> 10 columns of 5-letter names. (drill)</p> <p>2.2: <i>Who?</i> (fingerspelling in context)</p> <p>2.3: <i>K, P drill.</i> Handshape parameter development. (drill)</p> <p>2.4: <i>K, P words.</i> Handshape parameter development. (drill)</p> <p>2.5: <i>Six letter names.</i> Instruction followed by examples. (drill)</p> <p>2.6: <i>Six letter drill.</i> 10 columns of 6-letter names. (drill)</p> <p>2.7: <i>Reservations.</i> (fingerspelling in context)</p> <p>2.8: <i>Handshape drills.</i> Handshape parameter development. (drill)</p> <p>2.9: <i>First &amp; last.</i> Fingerspelling 3, 4, 5, and 6 letter names. (drill)</p> <p>2.10: <i>Party.</i> (fingerspelling in context)</p> <p>2.11: <i>Seven letter names.</i> 10 columns of 7-letter names. (drill)</p> <p>2.12: <i>Double letter challenge.</i> Handshape parameter development. (drill)</p> <p>2.13: <i>More introductions.</i> (fingerspelling in context)</p> <p>2.14: <i>Famous people.</i> Fingerspelling 3–7 letter names. (drill)</p> <p>2.15: <i>More famous people.</i> Fingerspelling 3–7 letter names. (drill)</p> <p>2.16: <i>MN drill.</i> Handshape parameter development. (drill)</p> <p>2.17: <i>Famous artists.</i> Fingerspelling 3–7 letter names. (drill)</p>	<p>ASL Numbers 11–20 (page 69)</p> <p>ASL Numbers 21–30 (page 71)</p> <p>2.1: <i>Numbers 11–20.</i> Handshape parameter development. (drill)</p> <p>2.2: <i>Number challenge.</i> (various skill-building)</p> <p>2.3: <i>Vertical drills.</i> Visual discrimination development. (drill)</p> <p>2.4: <i>Horizontal drills.</i> Visual discrimination development. (drill)</p> <p>2.5: <i>Shape drills.</i> Visual discrimination development. (drill)</p> <p>2.6: <i>Attendance.</i> (numbers in context)</p> <p>2.7: <i>Trouble numbers.</i> Handshape parameter development. (drill)</p> <p>2.8: <i>When is it?</i> (numbers in context)</p> <p>2.9: <i>Horizontal drills.</i> Visual discrimination development. (drill)</p> <p>2.10: <i>Number drill.</i> Handshape parameter development. (drill)</p> <p>Numbers 1–30 Review (page 74)</p>
<b>Unit 1</b> <b>Pp.</b> <b>63-67</b>		
<b>Unit 2</b> <b>Pp.</b> <b>68-74</b>		

Fingerspelling		Numbers
<b>Unit 3</b> <b>Pp.</b> <b>12-18</b>	3.1: <i>Different places.</i> Fingerspelling 4–7 letter place names. (drill) 3.2: <i>Eight letter names.</i> 10 columns of 8-letter names. (drill) 3.3: <i>Fingerspelling subtleties.</i> Instruction on O', St., and multiple-term names followed by examples. (drill) 3.4: <i>Long names.</i> Instruction followed by examples. (drill) 3.5: <i>The Fifty states and Canadian provinces.</i> Fingerspelling 3–14 letter place names. (drill) 3.6: <i>Birthplaces.</i> (fingerspelling in context) 3.7: <i>Places near you.</i> (fingerspelling in context) 3.8: <i>Places on the map.</i> (fingerspelling in context) 3.9: <i>LP drill.</i> Letter assimilation development. (drill) 3.10: <i>Names &amp; places.</i> Fingerspelling 4–14 letter names. (drill) 3.11: <i>Abbreviations.</i> (fingerspelling in context) 3.12: <i>Hometowns.</i> (fingerspelling in context) 3.13: <i>Strange place names.</i> Fingerspelling 4–14 letter place names. (drill) 3.14: <i>Famous names.</i> Fingerspelling 5–22 letter names. (drill) 3.15: <i>Capital cities.</i> (fingerspelling in context) 3.16: <i>Famous places.</i> (fingerspelling in context) 3.17: <i>More long names.</i> Fingerspelling 7–11 letter names. (drill) 3.18: <i>Fingerspelled words.</i> (various skill-building) 3.19: <i>Handshape drills.</i> Handshape parameter development. (drill) 3.20: <i>Fingerspelling challenge.</i> Visual discrimination development. (drill)	ASL Numbers 31–100 (page 76) ASL Numbers 100–999 (page 77) 3.1: <i>Numbers 31–100.</i> Handshape parameter development. (drill) 3.2: <i>Number challenge.</i> (various skill-building) 3.3: <i>Number exceptions.</i> Handshape parameter development. (drill) 3.4: <i>Vertical drills.</i> Visual discrimination development. (drill) 3.5: <i>Hundreds practice.</i> Handshape parameter development. (drill) 3.6: <i>What page is that?</i> (numbers in context) 3.7: <i>Mixed numbers.</i> Handshape parameter development. (drill) 3.8: <i>Email.</i> (numbers and fingerspelling in context) 3.9: <i>IP addresses.</i> Handshape parameter development. (drill) 3.10: <i>What is today's date?</i> (numbers and fingerspelling in context) 3.11: <i>Addresses.</i> (numbers and fingerspelling in context) 3.12: <i>Area codes.</i> (numbers and fingerspelling in context) 3.13: <i>Telephone numbers.</i> Handshape parameter development. (drill) 3.14: <i>More mixed numbers.</i> Handshape parameter development. (drill) 3.15: <i>Skills review.</i> (various skill-building) Numbers 31–999 Review (page 83)
<b>Unit 3</b> <b>Pp.</b> <b>75-83</b>	4.1: <i>Last names.</i> Fingerspelling 5–12 letter names. (drill) 4.2: <i>Your family.</i> (fingerspelling in context) 4.3: <i>The Hernandez family tree.</i> (fingerspelling in context) 4.4: <i>C, E, O words.</i> Letter assimilation development. (drill) 4.5: <i>Titles.</i> (fingerspelling in context) 4.6: <i>TV shows.</i> Fingerspelling 4–14 letter names. (drill) 4.7: <i>EO drill.</i> Letter assimilation development. (drill) 4.8: <i>The Brooks family tree.</i> (fingerspelling in context) 4.9: <i>Common family names.</i> 10 columns of 2–9 letter names. (drill) 4.10: <i>EA drill.</i> Letter assimilation development. (drill) 4.11: <i>Keeping track.</i> (fingerspelling in context) 4.12: <i>More lists.</i> (fingerspelling in context) 4.13: <i>Fingerspelling initials.</i> Instruction followed by examples. (drill) 4.14: <i>Famous authors.</i> Fingerspelling 3–10 letter names. (drill) 4.15: <i>Television.</i> (fingerspelling in context) 4.16: <i>Interview.</i> (fingerspelling in context) 4.17: <i>Various names.</i> Fingerspelling 4–9 letter names. (drill) 4.18: <i>Fingerspelled words.</i> (various skill-building) 4.19: <i>Handshape drills.</i> Handshape parameter development. (drill) 4.20: <i>Fingerspelling challenge.</i> Visual discrimination development. (drill)	ASL Numbers 1,000–1,000,000+ (page 85) 4.1: <i>Numbers 1,000–1,000,000.</i> Handshape parameter development. (drill) 4.2: <i>Number challenge.</i> (various skill-building) 4.3: <i>Vertical drills.</i> Visual discrimination development. (drill) 4.4: <i>How many?</i> (numbers and fingerspelling in context) 4.5: <i>Signing the year.</i> Handshape parameter development. (drill) 4.6: <i>What's the date?</i> (numbers and fingerspelling in context) 4.7: <i>Using dates.</i> (numbers and fingerspelling in context) 4.8: <i>From first to last.</i> (numbers in context) 4.9: <i>What's the sign for and?</i> Instruction followed by examples. (drill) 4.10: <i>Shoulder-Shifting &amp; listing.</i> (numbers in context) 4.11: <i>Signing age.</i> Instruction followed by examples. (drill) 4.12: <i>Multiple ages.</i> 10 columns of 5 sets of 2–4 numbers. (drill) 4.13: <i>How old is it?</i> (numbers in context) 4.14: <i>How many?</i> (numbers in context) 4.15: <i>Skills review.</i> (various skill-building) Numbers 1,000–100,000,000+ Review (page 91)
<b>Unit 4</b> <b>Pp.</b> <b>18-24</b>	4.1: <i>Last names.</i> Fingerspelling 5–12 letter names. (drill) 4.2: <i>Your family.</i> (fingerspelling in context) 4.3: <i>The Hernandez family tree.</i> (fingerspelling in context) 4.4: <i>C, E, O words.</i> Letter assimilation development. (drill) 4.5: <i>Titles.</i> (fingerspelling in context) 4.6: <i>TV shows.</i> Fingerspelling 4–14 letter names. (drill) 4.7: <i>EO drill.</i> Letter assimilation development. (drill) 4.8: <i>The Brooks family tree.</i> (fingerspelling in context) 4.9: <i>Common family names.</i> 10 columns of 2–9 letter names. (drill) 4.10: <i>EA drill.</i> Letter assimilation development. (drill) 4.11: <i>Keeping track.</i> (fingerspelling in context) 4.12: <i>More lists.</i> (fingerspelling in context) 4.13: <i>Fingerspelling initials.</i> Instruction followed by examples. (drill) 4.14: <i>Famous authors.</i> Fingerspelling 3–10 letter names. (drill) 4.15: <i>Television.</i> (fingerspelling in context) 4.16: <i>Interview.</i> (fingerspelling in context) 4.17: <i>Various names.</i> Fingerspelling 4–9 letter names. (drill) 4.18: <i>Fingerspelled words.</i> (various skill-building) 4.19: <i>Handshape drills.</i> Handshape parameter development. (drill) 4.20: <i>Fingerspelling challenge.</i> Visual discrimination development. (drill)	ASL Numbers 1,000–1,000,000+ (page 85) 4.1: <i>Numbers 1,000–1,000,000.</i> Handshape parameter development. (drill) 4.2: <i>Number challenge.</i> (various skill-building) 4.3: <i>Vertical drills.</i> Visual discrimination development. (drill) 4.4: <i>How many?</i> (numbers and fingerspelling in context) 4.5: <i>Signing the year.</i> Handshape parameter development. (drill) 4.6: <i>What's the date?</i> (numbers and fingerspelling in context) 4.7: <i>Using dates.</i> (numbers and fingerspelling in context) 4.8: <i>From first to last.</i> (numbers in context) 4.9: <i>What's the sign for and?</i> Instruction followed by examples. (drill) 4.10: <i>Shoulder-Shifting &amp; listing.</i> (numbers in context) 4.11: <i>Signing age.</i> Instruction followed by examples. (drill) 4.12: <i>Multiple ages.</i> 10 columns of 5 sets of 2–4 numbers. (drill) 4.13: <i>How old is it?</i> (numbers in context) 4.14: <i>How many?</i> (numbers in context) 4.15: <i>Skills review.</i> (various skill-building) Numbers 1,000–100,000,000+ Review (page 91)

<b>Fingerspelling</b>		<b>Numbers</b>	
<b>Unit 5</b> <b>Pp.</b> <b>24-29</b>	5.1: <i>School towns.</i> (fingerspelling in context) 5.2: <i>Colleges &amp; universities.</i> Fingerspelling 3–11 letter names. (drill) 5.3: <i>Background.</i> (fingerspelling in context) 5.4: <i>Trouble letters.</i> 10 columns of 3–6 letter words and names. (drill) 5.5: <i>Youth conference.</i> (fingerspelling in context) 5.6: <i>Schools for the Deaf.</i> (fingerspelling in context) 5.7: <i>Schools.</i> (fingerspelling in context) 5.8: <i>College days.</i> Fingerspelling 2–20+ letter names. (drill) 5.9: <i>Famous artists.</i> Fingerspelling 2–13 letter names. (drill) 5.10: <i>Using the Agent Marker.</i> (fingerspelling in context) 5.11: <i>Students.</i> (fingerspelling in context) 5.12: <i>Mascots.</i> (fingerspelling in context) 5.13: <i>College towns.</i> Fingerspelling 4–10 letter place names. (drill) 5.14: <i>Majors.</i> (fingerspelling in context) 5.15: <i>PP drill.</i> Letter assimilation development. (drill) 5.16: <i>Notable people.</i> (fingerspelling in context) 5.17: <i>Nobel prizewinners.</i> (fingerspelling in context) 5.18: <i>Fingerspelled words.</i> (various skill-building) 5.19: <i>Handshape drills.</i> Handshape parameter development. (drill) 5.20: <i>Fingerspelling challenge.</i> Visual discrimination development. (drill)	<b>Unit 5</b> <b>Pp.</b> <b>92-97</b>	5.1: <i>Numbers.</i> Handshape parameter development. (drill) 5.2: <i>Room numbers.</i> (numbers in context) 5.3: <i>Telecommunications hub.</i> (numbers and fingerspelling in context) 5.4: <i>Enrollment.</i> (numbers and fingerspelling in context) 5.5: <i>Schools for the Deaf.</i> (numbers and fingerspelling in context) 5.6: <i>How many?</i> (numbers in context) 5.7: <i>Graduation.</i> (numbers and fingerspelling in context) 5.8: <i>Since when?</i> (numbers in context) 5.9: <i>How long has it been?</i> (numbers in context) 5.10: <i>What time is it?</i> Instruction followed by examples. (drill) 5.11: <i>Minutes.</i> Instruction followed by examples. (drill) 5.12: <i>Seconds.</i> Instruction followed by examples. (drill) 5.13: <i>Telling time.</i> Handshape parameter development. (drill) 5.14: <i>Using time.</i> (numbers in context) 5.15: <i>Skills review.</i> (various skill-building)
<b>Unit 6</b> <b>Pp.</b> <b>30-34</b>	6.1: <i>Famous athletes.</i> Fingerspelling 4–9 letter names. (drill) 6.2: <i>Personal calendars.</i> (fingerspelling and numbers in context) 6.3: <i>Trouble letters.</i> 10 columns of 3–9 letter words and names. (drill) 6.4: <i>Sports &amp; athletes.</i> (fingerspelling in context) 6.5: <i>Names &amp; ages.</i> (fingerspelling and numbers in context) 6.6: <i>Unique names.</i> Fingerspelling 4–10 letter names. (drill) 6.7: <i>Olympic cities.</i> (fingerspelling and numbers in context) 6.8: <i>Q &amp; A.</i> (fingerspelling in context) 6.9: <i>Hyphenated names.</i> Instruction followed by examples. (drill) 6.10: <i>Shapes.</i> Visual discrimination development. (drill) 6.11: <i>Hometown teams.</i> (fingerspelling in context) 6.12: <i>Famous poems.</i> (fingerspelling in context) 6.13: <i>HE drill.</i> Letter assimilation development. (drill) 6.14: <i>Sport terms.</i> Fingerspelling 4–14 letter words. (drill) 6.15: <i>Using fingerspelling.</i> (fingerspelling in context) 6.16: <i>More famous athletes.</i> Fingerspelling 4–11 letter names. (drill) 6.17: <i>Sports halls of fame.</i> (fingerspelling in context) 6.18: <i>Fingerspelled words.</i> (various skill-building) 6.19: <i>Handshape drills.</i> Handshape parameter development. (drill) 6.20: <i>Fingerspelling challenge.</i> Visual discrimination development. (drill)	<b>Unit 6</b> <b>Pp.</b> <b>98-104</b>	6.1: <i>Numbers.</i> Handshape parameter development. (drill) 6.2: <i>How many?</i> (numbers in context) 6.3: <i>Olympic records.</i> (numbers and fingerspelling in context) 6.4: <i>Where the crowds are.</i> (numbers and fingerspelling in context) 6.5: <i>Then &amp; now.</i> (numbers in context) 6.6: <i>Rule of 9: Age.</i> Instruction followed by examples. (drill) 6.7: <i>Rule of 9: Time.</i> Instruction followed by examples. (drill) 6.8: <i>Rule of 9: Hours.</i> Instruction followed by examples. (drill) 6.9: <i>Rule of 9: Minutes.</i> Instruction followed by examples. (drill) 6.10: <i>Rule of 9: Days.</i> Instruction followed by examples. (drill) 6.11: <i>Rule of 9: Weeks.</i> Instruction followed by examples. (drill) 6.12: <i>Rule of 9: Months.</i> Instruction followed by examples. (drill) 6.13: <i>Rule of 9: Years.</i> Instruction followed by examples. (drill) 6.14: <i>Using the tenses.</i> (numbers in context) 6.15: <i>Skills review.</i> (various skill-building)

		<b>Numbers</b>	
<b>Unit 7</b> <b>Pp.</b> <b>35-40</b>	<b>Fingerspelling</b>	<b>Unit 7</b> <b>Pp.</b> <b>105-109</b>	<b>Numbers</b>
<p>7.1: Brand names. Fingerspelling 4–12 letter names. (drill)</p> <p>7.2: Where are you going? (fingerspelling in context)</p> <p>7.3: Trouble letters. 10 columns of 4–8 letter words and names. (drill)</p> <p>7.4: Activities. (fingerspelling in context)</p> <p>7.5: At the mall. Fingerspelling 4–17 letter names. (drill)</p> <p>7.6: Famous shopping. (fingerspelling in context)</p> <p>7.7: Colors. (fingerspelling in context)</p> <p>7.8: More colors. Visual discrimination development. (drill)</p> <p>7.9: What do people go there for? (fingerspelling in context)</p> <p>7.10: Famous designers. Fingerspelling 4–16 letter names. (drill)</p> <p>7.11: Types of pets. (fingerspelling in context)</p> <p>7.12: Best pictures. (fingerspelling in context)</p> <p>7.13: When and who? (fingerspelling in context)</p> <p>7.14: Pets? Fingerspelling 4–12 letter words. (drill)</p> <p>7.15: Trouble letters. 10 columns of 3–8 letter words and names. (drill)</p> <p>7.16: Grocery stores. Fingerspelling 3–13 letter names. (drill)</p> <p>7.17: Long names. Fingerspelling 4–24 letter names. (drill)</p> <p>7.18: Fingerspelled words. (various skill-building)</p> <p>7.19: Handshape drills. Handshape parameter development. (drill)</p> <p>7.20: Fingerspelling challenge. Visual discrimination development. (drill)</p>	<p>7.1: Numbers. Handshape parameter development. (drill)</p> <p>7.2: Wake-up times. (numbers in context)</p> <p>7.3: Bed time. (numbers in context)</p> <p>7.4: How much time do you need? (numbers in context)</p> <p>7.5: Grouping details. (numbers and fingerspelling in context)</p> <p>7.6: More grouping. Grouping numbers by type. (drill)</p> <p>7.7: Odds &amp; ends. Grouping numbers by type. (drill)</p> <p>7.8: Activities. (numbers in context)</p> <p>7.9: Nap time. (numbers in fingerspelling)</p> <p>7.10: How long was I asleep? (numbers and fingerspelling in context)</p> <p>7.11: Life in the future. (numbers in context)</p> <p>7.12: Life in the past. (numbers in context)</p> <p>7.13: Recurring activities. (numbers in context)</p> <p>7.14: Available time. (numbers in context)</p> <p>7.15: Skills review. (various skill-building)</p>		
<b>Unit 8</b> <b>Pp.</b> <b>41-46</b>	<b>Fingerspelling</b>	<b>Unit 8</b> <b>Pp.</b> <b>110-113</b>	<b>Numbers</b>
<p>8.1: The planets. Fingerspelling 4–7 letter names. (drill)</p> <p>8.2: Bodies of water. (fingerspelling in context)</p> <p>8.3: Flowers. (fingerspelling in context)</p> <p>8.4: Trouble letters. 10 columns of 2–8 letter words and names. (drill)</p> <p>8.5: Famous lakes. Fingerspelling 4–15 letter names. (drill)</p> <p>8.6: Tactile fingerspelling. Instruction followed by examples. (drill)</p> <p>8.7: Oceans &amp; seas. Fingerspelling 3–14 letter names. (drill)</p> <p>8.8: Notable mountains. (fingerspelling in context)</p> <p>8.9: Anatomy. (fingerspelling in context)</p> <p>8.10: Anatomy II. (fingerspelling in context)</p> <p>8.11: Famous deserts. Fingerspelling 4–9 letter names. (drill)</p> <p>8.12a-c: Skeletal system. (fingerspelling in context)</p> <p>8.13: Famous national parks. (fingerspelling in context)</p> <p>8.14: Native American nations. Fingerspelling 4–12 letter names. (drill)</p> <p>8.15: Common illnesses. (fingerspelling in context)</p> <p>8.16: Famous naturalists &amp; explorers. Fingerspelling 4–10 letter names. (drill)</p> <p>8.17: At the pharmacy. Fingerspelling 5–10 letter names. (drill)</p> <p>8.18: Fingerspelled words. (various skill-building)</p> <p>8.19: Handshape drills. Handshape parameter development. (drill)</p> <p>8.20: Fingerspelling challenge. Visual discrimination development. (drill)</p>	<p>8.1: Numbers. Handshape parameter development. (drill)</p> <p>8.2: Body facts. (numbers in context)</p> <p>8.3: Weights. Instruction followed by examples. (drill)</p> <p>8.4: Population. (numbers and fingerspelling in context)</p> <p>8.5: Signing height. Instruction followed by examples. (drill)</p> <p>8.6: More height. (numbers in context)</p> <p>8.7: Heights of objects: Trees. Instruction followed by examples. (drill)</p> <p>8.8: Heights of objects: Mountains. Instruction followed by examples. (drill)</p> <p>8.9: Rivers. (numbers and fingerspelling in context)</p> <p>8.10: Astronomy 101. (numbers and fingerspelling in context)</p> <p>8.11: Medical conditions. (numbers and fingerspelling in context)</p> <p>8.12: Health statistics. (numbers and fingerspelling in context)</p> <p>8.13: How long? (numbers in context)</p> <p>8.14: Exercise tips. (numbers in context)</p> <p>8.15: Skills review. (various skill-building)</p>		

Fingerspelling		Numbers
<p><b>Unit 9</b> <b>Pp.</b> <b>46-51</b></p>	<p>9.1: <i>At the car lot.</i> Fingerspelling 4–12 letter names. (drill)            9.2: <i>Road trip.</i> (fingerspelling in context)            9.3: <i>Doing errands.</i> (fingerspelling in context)            9.4: <i>Deaf population centers.</i> Fingerspelling 5–12 letter place names. (drill)            9.5: <i>Trouble letters.</i> 10 columns of 4–9 letter words and names. (drill)            9.6: <i>City parks.</i> (fingerspelling in context)            9.7: <i>Hometown locations.</i> (fingerspelling in context)            9.8: <i>The Yellow Pages.</i> Fingerspelling 4–15 letter names. (drill)            9.9: <i>Prices.</i> (fingerspelling and numbers in context)            9.10: <i>Presidential birthplaces.</i> (fingerspelling in context)            9.11: <i>At the movie theater.</i> Fingerspelling 4–10 letter names. (drill)            9.12: <i>Travel plans.</i> (fingerspelling in context)            9.13: <i>More strange names.</i> (fingerspelling in context)            9.14: <i>At the library.</i> Fingerspelling 2–10 letter names and titles. (drill)            9.15: <i>Giving directions.</i> (fingerspelling in context)            9.16: <i>Foreign plances.</i> Fingerspelling 4–13 letter place names. (drill)            9.17: <i>More famous movies.</i> Fingerspelling 4–10 letter names. (drill)            9.18: <i>Fingerspelled words.</i> (various skill-building)            9.19: <i>Handshape drills.</i> Handshape parameter development. (drill)            9.20: <i>Fingerspelling challenge.</i> Visual discrimination development. (drill)</p>	<p>Unit 9 <b>Pp.</b> <b>114-119</b></p>
<p><b>Unit 10</b> <b>Pp.</b> <b>51-56</b></p>	<p>10.1: <i>Fingerspelled foods.</i> Fingerspelling 3–10 letter names. (drill)            10.2: <i>Popular cheeses.</i> Fingerspelling 4–10 letter names. (drill)            10.3: <i>Companies.</i> (fingerspelling in context)            10.4: <i>Business acronyms.</i> (fingerspelling in context)            10.5: <i>Kitchen spice rack.</i> Fingerspelling 4–9 letter names. (drill)            10.6: <i>What is it?</i> (fingerspelling in context)            10.7: <i>Being specific.</i> (fingerspelling in context)            10.8: <i>Types of trees.</i> Fingerspelling 5–8 letter names. (drill)            10.9: <i>Famous chefs.</i> Fingerspelling 3–9 letter names. (drill)            10.10: <i>Future plans.</i> (fingerspelling in context)            10.11: <i>More occupations.</i> (fingerspelling in context)            10.12: <i>Trouble letters.</i> 10 columns of 4–8 letter words and names. (drill)            10.13: <i>Foods &amp; shapes.</i> Visual discrimination development. (drill)            10.14: <i>At the restaurant.</i> (fingerspelling in context)            10.15: <i>Famous zoos.</i> (fingerspelling in context)            10.16: <i>Fingerspelled occupations.</i> Fingerspelling 3–16 letter words. (drill)            10.17: <i>Animals.</i> Fingerspelling 4–8 letter words. (drill)            10.18: <i>Fingerspelled words.</i> (various skill-building)            10.19: <i>Handshape drills.</i> Handshape parameter development. (drill)            10.20: <i>Fingerspelling challenge.</i> Visual discrimination development. (drill)</p>	<p>Unit 10 <b>Pp.</b> <b>120-124</b></p>
<p>9.1: <i>Numbers.</i> Handshape parameter development. (drill)            9.2: <i>Tall buildings.</i> (numbers and fingerspelling in context)            9.3: <i>Populations.</i> (numbers and fingerspelling in context)            9.4: <i>More populations.</i> (numbers and fingerspelling in context)            9.5: <i>Dollars &amp; cents.</i> Instruction followed by examples. (drill)            9.6: <i>Neighborhood rents.</i> (numbers and fingerspelling in context)            9.7: <i>Famous zip codes.</i> (numbers and fingerspelling in context)            9.8: <i>Exchange rates.</i> (numbers and fingerspelling in context)            9.9: <i>How much?</i> (numbers in context)            9.10: <i>More zip codes.</i> Handshape parameter development.            9.11: <i>Famous places.</i> (numbers and fingerspelling in context)            9.12: <i>Transportation schedules.</i> (numbers and fingerspelling in context)            9.13: <i>Deaf community addresses.</i> (numbers and fingerspelling in context)            9.14: <i>More community addresses.</i> (numbers and fingerspelling in context)            9.15: <i>Skills review.</i> (various skill-building)</p>		<p>10.1: <i>Numbers.</i> Handshape parameter development. (drill)            10.2: <i>Average salaries.</i> (numbers in context)            10.3: <i>Time for a raise?</i> (numbers in context)            10.4: <i>Enrollment.</i> (numbers in context)            10.5: <i>More occupations.</i> (numbers in context)            10.6: <i>At the grocery store.</i> (numbers in context)            10.7: <i>At the fruit stand.</i> (numbers and fingerspelling in context)            10.8: <i>Caloric information.</i> (numbers and fingerspelling in context)            10.9: <i>The local restaurant.</i> (numbers and fingerspelling in context)            10.10: <i>Ingredients.</i> (numbers and fingerspelling in context)            10.11: <i>Prices.</i> (numbers in context)            10.12: <i>Business cards.</i> (numbers and fingerspelling in context)            10.13: <i>Endangered species.</i> (numbers and fingerspelling in context)            10.14: <i>Animal facts.</i> (numbers and fingerspelling in context)            10.15: <i>Skills review.</i> (various skill-building)</p>

	<b>Fingerspelling</b>		<b>Numbers</b>
<p><b>Pp.</b> <b>57-61</b></p>	<p>More Fingerspelling Activities &amp; Commonly Fingerspelled Terms</p> <ol style="list-style-type: none"> <li>1. The ABCs. (various skill-building)</li> <li>2. Acrostics. Handshape parameter development. (drill)</li> <li>3. Pangrams. (fingerspelling in context)</li> <li>4. Palindromes. (fingerspelling in context)</li> <li>5. Is it a rule or not? Handshape parameter development. (drill)</li> <li>6. Acrostic story. (fingerspelling in context)</li> <li>7. Homonyms. Handshape parameter development. (drill)</li> <li>8. Rare spellings. Handshape parameter development. (drill)</li> <li>9. The Greek Alphabet. Handshape parameter development.</li> <li>10. A group of... (fingerspelling in context)</li> </ol>	<p><b>Pp.</b> <b>125-128</b></p>	<p>More Number Activities</p> <ol style="list-style-type: none"> <li>1. Population changes. (numbers in context)</li> <li>2. Immigration. (numbers in context)</li> <li>3. Age distribution. (numbers in context)</li> <li>4. State populations. (numbers and fingerspelling in context)</li> <li>5. In the past month... (numbers in context)</li> <li>6. Statistics. (numbers in context)</li> <li>7. Addresses. (numbers and fingerspelling in context)</li> <li>8. Gestation periods &amp; life span. (numbers and fingerspelling in context)</li> <li>9. Average costs. (numbers in context)</li> <li>10. Film facts. (numbers and fingerspelling in context)</li> </ol>