

World Language Department

## American Sign Language I

Course #0111

5 credits

REVISED 2017

PASSAIC COUNTY TECHNICAL INSTITUTE

45 Reinhardt Road

Wayne, New Jersey

**I. COURSE DESCRIPTION**

American Sign Language I is a full-year course, which is designed to expose students to the culture and language of the Deaf Community. Students are required to develop both a basic sign language vocabulary and fingerspelling ability and to demonstrate receptive and expressive language skills. Emphasis on cultural perspectives, principles, grammatical processes, non-manual techniques, hearing loss and services for the hearing-impaired will be presented to enable the student to recognize and appreciate the culture and language of the deaf community. The student will develop skills through presentations, videos, in class activities and workbook activities. This curriculum may be modified as per individual student's Individualized Education Plan (IEP)

**II. Academic Unit Planner**

<b><u>Course:</u></b>	American Sign Language I	<b><u>Grade(s)</u></b>	9-12
<b><u>Unit Plan Title:</u></b>	Introduction to ASL		
<b><u>NJSLS Standard(s) Addressed in this unit</u></b>			
7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to target themes.			
7.1. NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture.			
7.1.NH.A.5 Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics.			
7.1. IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.			

### **Essential Questions (3-5)**

Is Sign Language Universal?

How is the alphabet expressed in American Sign Language (ASL)?

How is basic information communicated in ASL?

What are name signs? (culture)

What strategies aid in receptive fingerspelling?

What is the Deaf community? (culture)

What are the parameters of ASL?

Do all deaf people in the US Sign? If not how do they communicate? (culture)

What are the schooling options for deaf children and how do they affect communication? (culture)

### **Grammar Concepts**

-Alphabet

-Vocabulary (colors, numbers, age, school signs, family and feelings)

-Facial expression

-Who, What, Where ,When, How and Why (Wh)-question grammar

-Parameters of ASL

### **Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

### **Informational Text**

*Signing Made Easy* (Anthony Natale instructional Video)

*The American Sign Language Handshape Dictionary*

*Signing Illustrated*

*Miracle Worker* (2000)

**Formative & Summative Assessments**

Quizzes (Intro vocabulary ) formative  
Homework formative  
Tests (Chapter 1 and classifiers) summative  
Presentation (autobiography) summative  
Essay (Miracle Worker) summative

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom  
Canvas  
Prezi  
ASL.ms.com  
ASL.pro.com  
Signsavy.com  
Deafnyc.com

**Suggested Time** 7 weeks  
**Frame:**

<b><u>Course:</u></b>	American Sign Language I	<b><u>Grade(s)</u></b>	9-12
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<b><u>Unit Plan</u></b> <b><u>Title:</u></b>	School and Politeness (Questions and Directional verbs)
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**NJSLS Standard(s) Addressed in this unit**

7.1. NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical responses.

- 7.1. NH.A.3 Recognize some common gestures and cultural practices associated with target culture.
- 7.1. NH.A.8 Identify some unique linguistic elements in English and the target language.
- 7.1. IL.A.2 Demonstrate comprehension or oral and written instructions connected to daily activities through appropriate responses.
- 7.1. IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

### **Essential Questions (3-5)**

- How do you ask wh questions (who, what, when, where, how and why) in ASL?
- How are singular/possessive pronouns expressed?
- How do you express yes/no questions in ASL?
- How do you express positive and negative statements in ASL?
- What are directional verbs and how are they used?
- What are classifiers?
- How do classifiers function in ASL?
- How do you get a deaf person's attention? (culture)

### **Grammar Concepts**

- Vocabulary (school signs, question words, negative/positive word)
- Classifiers-the purpose of a classifier is to provide additional information about noun and verbs such as; location, kind of action, size, shape and manner. Classifiers (CL: 1, CL:F, CL:3, CL:C, CL:B, CL:G, CL:CC, CL:55, CL:BB)
- Singular/plural pronouns
- Singular/possessive pronouns
- Use of who, what, where, when- questions
- Yes/No questions
- Yes/No responses
- Negative yes/no questions
- Directional verbs

### **Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

**Informational Text**

*The American Sign Language Handshape Dictionary*

**Formative & Summative Assessments**

Test summative  
Project (Classifier) formative  
Homework formative  
In class activities formative

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

ASlpro.com  
Aslms.com  
Signsavy.com  
Google Classroom  
Canvas  
YouTube (ASL video clips, Deaf culture videos)  
ASL Nook  
Google Docs/Slides  
PowerPoint  
Prezi

**Suggested Time**  
**Frame:**

4-5 weeks

<b>Course:</b>	American Sign Language I	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Audiology		
<b><u>NJSLS Standard(s) Addressed in this unit</u></b>			
<p>7.1. AL.A.4 Analyze and critique the validity of culturally authentic material using electronic information and other sources related to targeted themes.</p> <p>7.1. AL.A.3 Analyze the use of verbal and nonverbal etiquette in the target culture and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.</p>			
<b><u>Essential Questions (3-5)</u></b>			
<p>What are the parts of an ear?  How does sound travel?  What are the causes of hearing loss?  What is an audiogram?  How is hearing loss categorized?  What devices enable a deaf person to hear?  What are the ethical/moral issues that surround the Cochlear Implant? (culture)  How has the invention of the Cochlear Implant impacted the Deaf community and Deaf education? (culture)</p>			
<b><u>Anchor Text</u></b>			
<p>Padden, C., &amp; Humphries, T. (2003). <i>Learning American Sign Language I &amp; II Beginning and Intermediate</i> (2nd ed.). New York, NY: Pearson.  ISBN-13 978-0205275533</p>			
<b><u>Informational Text</u></b>			
<p>Audiology PPT  Audiograms</p>			

Picture Audiogram

-Edwards, R. A. (2005). "Sound and Fury; Or, Much Ado about Nothing?" Cochlear Implants in Historical Perspective. *Journal of American History*, 92(3),

-Crouch, R. A. (1997). "Letting the Deaf Be Deaf Reconsidering the Use of Cochlear Implants in Prelingually Deaf Children." *The Hastings Center Report*, 27(4), 1

### **Short Texts (1-3)**

Video-How Sound travels [www.youtube.com/watch?v=qgdgp-oPb1Q](http://www.youtube.com/watch?v=qgdgp-oPb1Q)

Video-Cochlear Implant Surgery link <https://www.youtube.com/watch?v=l8eHquhr52s>

Documentary-*Sound and Fury* (2000)

### **Formative & Summative Assessments**

Quizzes (Parts of the ear and audiograms) formative

Test (causes of hearing loss, types of hearing loss and vocabulary) summative

Review packet (2) formative

Research Stimulated Task-Flipped Classroom summative

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

-PowerPoint

-ProQuest Database

-Google Classroom

-Canvas

-Prezi

-Google Docs/Slides

-YouTube

### **Suggested Time**

4-5 weeks

### **Frame:**



<b><u>Course:</u></b>	American Sign Language I	<b><u>Grade(s)</u></b>	9-12
<b><u>Unit Plan Title:</u></b>	Descriptions and requests (noun/verb pairs and classifiers)		
<b><u>NJSLS Standard(s) Addressed in this unit</u></b>			
<p>7.1. NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preference using memorized words and phrases.</p> <p>7.1. NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</p>			
<b><u>Essential Questions (3-5)</u></b>			
<p>How is a person's physical appearance described?</p> <p>How does deaf culture and hearing culture differ in their frankness i.e. Cultural norms? (culture)</p> <p>How is clothing described using classifiers?</p> <p>How does facial expression modify an adjective?</p> <p>How is a person's personality described?</p> <p>How is a request made?</p> <p>What are noun/verb pairs and how do they differ?</p> <p>How is a conversation prepared and performed?</p>			
<b><u>Grammar Concepts</u></b>			
<p>-noun, adjective order</p> <p>-facial expression and adjectives</p> <p>-noun/verb pairs</p> <p>-requests (close the window vs. window, yes/no question requests)</p>			

**Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

**Informational Text**

*The American Sign Language Handshape Dictionary*

**Formative & Summative Assessments**

Quiz formative  
Test summative  
Homework formative  
In class activities formative  
Presentation (pairs conversation) summative

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Google Classroom  
Canvas  
YouTube (ASI video clips, Deaf culture videos)  
ASL Nook  
Google Docs/Slides  
PowerPoint  
Prezi

**Suggested Time**  
**Frame:**

5-6 weeks

<b>Course:</b>	American Sign Language I	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Expressing Opinion		
<b><u>NJSLS Standard(s) Addressed in this unit</u></b>			
<p>7.1. NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1. IL.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1. NH.A.8 Identify some unique linguistic elements in English and the target language.</p> <p>7.1. IL.A.4 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>			
<b><u>Essential Questions (3-5)</u></b>			
<p>How can you incorporate classifiers and directional verbs?</p> <p>How are opinions expressed?</p> <p>How are feelings expressed?</p> <p>How is time expressed?</p> <p>How are numbers incorporated in time signs?</p> <p>How is recurring time signed (weekly, every Monday and annually)</p> <p>How is time modified and expressed? (day, all day, the whole entire day )</p> <p>How do deaf/hearing parents differ in their view of a deaf child and their educational/communication choices? (culture)</p>			
<b><u>Grammar Concepts</u></b>			
<ul style="list-style-type: none"> <li>-Vocabulary (feelings, opinions, time, models and classifiers)</li> <li>-Classifiers (Cl: C., CL: LL, CL; CC., CL: LL, CL: 5, CL: S.</li> <li>-Negative incorporated verbs (like, want, know and understand)</li> <li>-Negatives</li> <li>-Modals (can, should, must, will and maybe)</li> </ul>			

-Numbers and time (3 months, two weeks...)  
-Recurring time (daily, weekly, monthly...)

### **Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

### **Informational Text**

*Signing Illustrated*  
*Sweet Nothing in my Ear* -film

### **Formative & Summative Assessments**

Quiz (Chapter 6 and time) formative  
Test (Chapter 7 and classifiers)summative  
Essay/Questions ( Sweet Nothing in my Ear)summative  
Homework formative  
In-class activities formative

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas  
Google classroom  
YouTube (ASI video clips, Deaf culture videos)  
ASL Nook  
Google Docs/Slides  
PowerPoint  
Prezi

<b><u>Suggested Time Frame:</u></b>	6 weeks
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<b><u>Course:</u></b>	American Sign Language I	<b><u>Grade(s)</u></b>	9-12
<b><u>Unit Plan Title:</u></b>	Expressive Signing and Translating		

**NJSLS Standard(s) Addressed in this unit**

7.1. NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.  
 7.1. IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.  
 7.1. IM.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**Essential Questions (3-5)**

How is facial expression used to convey meaning?  
 How do you translate for meaning from English to ASL?  
 How does signing for a performance differ from conversational signing?

**Grammar Concepts**

Vocabulary (individual as per project)  
 Sign speed and flow  
 Classifier use  
 Facial expressions for songs

**Informational Texts (3-5)**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

**Informational Texts**

*The American Sign Language Handshape Dictionary*

**Formative & Summative Assessments**

ASLHS videos (competition if possible) summative  
Expressive presentation (song or story-ASL Jam) summative

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

ASLHS competition videos (if applicable)  
ASL Jam videos  
Rubric  
Alpro.com  
Aslms.com  
SignSavy.com  
YouTube (ASL video clips, Deaf culture videos)  
ASL Nook  
Google Docs/Slides  
PowerPoint  
Prezi

**Suggested Time**  
**Frame:**

5-6 weeks

<b>Course:</b>	American Sign Language I	<b>Grade(s)</b>	9-12
<b>Unit Plan Title:</b>	Relationships (Unit 8 & 9)		
<b><u>NJSLS Standard(s) Addressed in this unit</u></b>			
<p>7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical responses.</p> <p>7.1. NH.A.3 Recognize some common gestures and cultural practices associated with target culture.</p> <p>7.1. NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1. IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>			
<b><u>Essential Questions (3-5)</u></b>			
<p>How do you sign clock time?</p> <p>How are numbers incorporated with pronouns?</p> <p>How can you mark tense?</p> <p>How can facial expression be used with classifiers to modify adjectives?</p> <p>How are non-directional verbs expressed in ASL?</p> <p>How can movement be used in conjunction with classifiers?</p>			
<b><u>Grammar Concepts</u></b>			
<p>Vocabulary (time, verbs, adjectives family, pronouns and numbers and relationships)</p> <p>Pronouns incorporating numbers</p> <p>Finish as a past tense marker</p> <p>Time incorporating numbers</p> <p>Know-that</p> <p>Classifiers and description(facial expression modified)</p> <p>Adjectives</p> <p>Classifier location and movement</p>			

**Anchor Text**

Padden, C., & Humphries, T. (2003). *Learning American Sign Language I & II Beginning and Intermediate* (2nd ed.). New York, NY: Pearson.  
ISBN-13 978-0205275533

**Informational Text**

*The American Sign Language Handshape Dictionary*

**Formative & Summative Assessments**

Quizzes formative  
Test summative  
In-class activities formative  
Video presentation formative

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas  
Google Classroom  
YouTube (ASL video clips, Deaf culture videos)  
ASL Nook  
Google Docs/Slides  
PowerPoint  
Prezi

**Suggested Time**

4-5 weeks

**Frame:**



**III. Instructional Strategies**

Students are evaluated using the following criteria:

1. Class participation (in-class activities)
2. Do now activities
3. Quizzes and tests
4. Homework
5. Expressive presentation
6. Pairs Expressive Conversations
7. Projects
8. Essays /Research Stimulated Tasks
9. Sign Language videos
10. Review packets/question sheets
11. Book activities (written and signed)

**IV. Scope and Sequence**

Key            I = Introduced  
                    D = Developed in Depth  
                    R = Reinforced

AMERICAN SIGN LANGUAGE I SCOPE AND SEQUENCE CHART

<b>SKILL TO BE LEARNED</b>	<b>ASL 1</b>	<b>ASL 2</b>	<b>ASL 3</b>
Understanding historical events in American Sign Language		I	R
Understanding and applying parameters and elements for Expressing a sign	I D	D	R
Utilizing proper hand-formation and speed when	I	D	R

fingerspelling			
Understanding the difference between manually-coded English and American Sign Language	I	R	R
Applying proper use of space and movement when expressing a sign	I	D	DR
Applying appropriate facial expressions and body language to different types of sentences	I	D	DR
Applying appropriate grammatical syntax to different types of sentences	I	D	DR
Understanding and applying proper facial expressions when expressing verbs and adjectives	I	D	R
Understanding appropriate movements in directional verbs	I	D	DR
Expressively sign WH-question	ID	DR	
Understanding noun-verb pairs	I	R	R
Expressively sign/understand Y/N questions	ID	DR	
Expressively sign/understanding and expressively sign classifiers	I	D	DR
Understanding and applying proper grammatical syntax when expressing pluralization and numbers	I	D	DR

Identify rules of topicalization	I	D	R
Expressively sign indexing	ID	R	
Identify and express negation	I	D	R
Receive a phrase, request paragraph and short story in ASL.	I	D	D
Identify terms related to hearing loss	ID	R	
List and explain the educational options for the Deaf	I	DR	
Understanding proper movement when expressing time	I	D	R
Practicing expressive signing skills	I	D	DR
Practice receptive skills	ID	D	DR
Translating American Sign Language into the English language	I	I	DR
Appreciating Deaf culture and the contributions of Deaf individuals		ID	R
Understanding the functions of the ear	ID	R	R
Understanding the differences in hearing losses	ID	R	R

Understanding the role of professionals servicing the Deaf			I
Understand ASL homonyms			ID
Self-assess ASL skills	I	D	D R
View and give feedback to peer ASL presentation			ID
Interpret (voice ASL) expressive presentation			I
Generate spontaneous expressive ASL stories based on pictures		I	ID
Understanding of ASL poetry significance in the Deaf community			ID
Understanding of the meaning of a variety of ASL poems			ID
Create ASL poems			ID

Sign countries, ethnicity and heritage		I	ID
Interpret and sign ASL idioms			IDR
Deaf people's legal rights			I
Analyze D'Via (deaf themed art)		I	D

#### V. List of Textbooks, Instructional Materials & Websites/Apps

*Learning American Sign Language I & II Beginning and Intermediate* (2nd Ed.).

Padden, C., & Humphries, T.  
 New York, NY: Pearson. 2003  
 ISBN-13 978-0205275533

The American Sign Language Handshape Dictionary

V. Nelson-Metlay  
 Gallaudet University Press  
 Washington DC, 2010

*American Sign Language  
 A Teacher's Resource Text  
 On Grammar and Culture*

C. Baker and D. Cokely,  
 T.J. Publishers, Inc.  
 Silver Spring, MD., 1980

*Joy of Signing Puzzle Book*

L. Hillebrand and L. Reikehof,  
 Gospel Publishing House,

Springfield, MO, 1993

*Learning American Sign Language*

T. Humphries and C. Padden  
Prentice Hall, Inc.  
Englewood Cliff, NJ 1992

*Signing Naturally – Level I*

G. Smith, E. Lentz and  
K. Mikos, Dawn Sign Press,  
San Diego CA, 1992

**Websites (To include but not limited to)**

Aslpro.com  
Asl.ms.com  
Signsavy.com  
Deafnyc.com  
Aslnook.com  
Youtube.com

**DVD VIDEOS**

*Signing Made Easy* (Anthony Natale)  
*Miracle Worker* (2000)  
*Sound and Fury* (2000)  
*Sound and Fury: Six Years Later* (2006)  
*Twins* (Sound and Fury Update)  
*Sweet Nothing in My Ear* (2008)  
*After the Silence* (1996)

**VI. INSTRUCTIONAL STRATEGIES**

The methods of instruction utilized in this course will be lecture, class discussion, demonstration, individual and small group work, pairs work, as well as large group instructions. Worksheets, role playing, flipped classroom activities, note-taking, dialogue creation/skits, self-analysis pre-writings/revising analyzing videos, collaborating projects, Sign Language competitions (ASLHS), interviews, educational games, field trips and expressive activities will be prepared to reinforce the information, vocabulary and skills presented. The teacher will present information using hand-outs, textbooks, films, video clips, formal demonstration, articles, whiteboard and the SMART board. The use of specific audio-visual materials, games, stories, and video-taping individual students for peer-teacher evaluation will supplement classroom instruction.

## **VII. Student Handout**

### **Description**

American Sign Language I is a full-year course, which is designed for the student to be exposed to the culture and language of the Deaf Community. Students are required to develop a basic sign language vocabulary and fingerspelling ability to demonstrate receptive and expressive language skills. Emphasis on historical perspectives, principles, grammatical processes, non-manual techniques, hearing loss and services for the hearing-impaired will be presented to enable the student to recognize and appreciate the culture and language of the deaf community. The student will develop skills through presentations, videos, and workbook activities. Career opportunities will also be explored by outside readings, guest speakers and discussions.

### **Upon completion of ASLI students will be able to:**

Identify key individuals responsible for American Sign Language.

Identify and explain the various communication methods used by the hearing impaired population.

Explain the research developed in the linguistic analysis of American Sign Language.

Demonstrate an understanding of how Deaf people have been oppressed throughout history.

Identify the four parameters used in expressing language through sign.

Demonstrate the two elements used in expressing a sign.

Demonstrate the letters in the manual coded alphabet.

Fingerspell words with a double letter or initialized forms with correct movement.

Demonstrate receptive fingerspelling ability.

Demonstrate the use of space and directionality in signs.

Express sign questions. (Wh-words [who, what, where, why, when] and yes/no)

Identify and express affirmative and negative sentences.  
Express in sign the rules of indexing and pronominal references.  
Identify and express directional verbs and descriptive adjectives.  
Expressively and receptively demonstrate an understanding of noun-verb pairs.  
Identify and express negation.  
Identify and express classifiers Identify and express the use of numbers with time, age and amount.  
Identify and express the past, present and future tenses using time signs.  
Express a concept, phrase, request, directional activity, paragraph and short story in American Sign Language.  
Receive (read) a concept, phrase, request, directional activity, paragraph, and short t story expressed in American Sign Language.  
Transform American Sign Language to the English language (speaking and writing).  
Interpret a three minute presentation in American Sign Language.  
Identify and define the terms related to a hearing loss.  
Become aware of a variety of acceptable social mannerisms in the Deaf community.  
Identify different educational programs serving the Deaf.  
Identify different professional and social organizations serving the Deaf.  
Identify and define a variety of communication devices available to the Deaf.  
Label and identify the anatomy of the ear.  
Define the functions of each part of the ear.  
Explain the different causes of hearing loss.  
Define and explain hearing losses on a variety of audiograms.  
Identify and define different hearing aid devices.  
Define and explain risk factors and symptoms of hearing loss.  
Define different professionals that serve the Deaf.  
Identify and list the non-manual techniques necessary to contrast a wh-word and yes/no question.  
Express affirmative, negative and conditional sentences with accurate non-manual techniques.  
Express pronominal references with accurate directionality and indexing.  
Express directional verbs with accurate location and movement.  
Express descriptive adjectives with facial expressions.



Identify and explain noun-verb pairs.

List and express rules for expressing negation.

Produce and explain 5 Classifiers.

Express numbers with time, age and amount.

List rules for past, present and future tenses when expressing time.

Compare and contrast ASL and English grammar.

Analyze, constructively criticize and evaluate their expressive, grammatical skills.

Express a concept, request, directional activity, paragraph and short story in American Sign Language.

Receive (read) and comprehend a concept, request, directional activity, paragraph and short story expressed in American Sign Language