

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

AMERICAN SIGN LANGUAGE 1

Course Number	5716
Department	Elective
Length of Course	One (1) year/two (2) semesters
Grade Level	9-12
Prerequisite	None
Credit	5 units per semester/10 total credits/fine arts or elective credit
Repeatable	Not repeatable for credit
Board Approved	June 5, 2003

Description of Course: This course will teach basic signs, grammar, fingerspelling, and the cultural aspects of deafness. Students will learn basic communication as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will include but not be limited to: working in pairs or groups, role playing, skits, songs, and presentations. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis. Students will also be required to complete a book report and attend one out-of-class function. Students will be encouraged to join the Sign Language Club, however, non-participation in the club will not have any bearing on the students grade in the course. This course is aligned to standards provided by the American Sign Language Teachers Association.

Rationale for Course: A key element to success in our current world is the ability to speak other peoples' languages and to function with people from other cultures. American Sign Language is the third most widely used language in the United States behind English and Spanish. ASL is a fully developed language which is not a derivative of English. The study of the deaf culture is rich and abundant.

Stages of Learning

Beginning Stage - Students can communicate with memorized signs and phrases. Expressing basic wants and needs is accomplished with simple statements such as "I want to go to the movies."

Developing Stage - Students are not only able to express basic wants and needs but can also elaborate on them. For example, "I want to go to the movies on Friday, but I don't have any money."

Expanding Stage - Students are able to communicate in more complex and involved situations, can respond to problems, and can resolve those problems using American Sign Language. For example, "I want to go to the movies on Friday, but don't have any money. Could you loan me some money and I'll pay you back as soon as I can."

Standard 1 - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- 1.1 Objective: Express needs, interests, likes, and dislikes.
 - 1.1.2 Performance Indicator: Students will participate in brief guided conversations.
- 1.2 Objective: Understand and use appropriate forms of address in courtesy expressions.
 - 1.2.1 Performance Indicator: Students will greet people and catch a person's attention.
 - 1.2.2 Performance Indicator: Students will respond with an appropriate wish or comment in interpersonal situations such as a birthday celebration.
- 1.3 Objective: Introducing oneself, presenting classmates and family.
 - 1.3.1 Performance Indicator: Students will properly meet and greet other students in the class.
 - 1.3.2 Performance Indicator: Students will meet and greet family members at school functions such as "Open House".
- 1.4 Objective: Ask and answer simple questions.
 - 1.4.1 Performance Indicator: Students will ask simple questions to solve problems such as slowing down, and repeating directions.
- 1.5 Objective: Make requests in the classroom and in public places.
 - 1.5.1 Performance Indicator: Students will ask permission to go to the bathroom, sharpen a pencil, etc.
- 1.6 Objective: Describe state of being in simple sentences.
 - 1.6.1 Performance Indicator: Students will ask and respond appropriately to questions such as *How are you?* *How do you feel?* and *I'm fine, I'm happy, I'm sad.*
- 1.7 Objective: Express basic agreement and disagreement.
 - 1.7.1 Performance Indicator: Students will agree or disagree with others' preferences with expressions such as *yes, no, me too.*

Standard 2 - Students understand and interpret written directions and signed language on a variety of topics.

- 2.1 Objective: Comprehend isolated words and phrases in situational contexts.
 - 2.1.1 Performance Indicator: Students will demonstrate comprehension of written signs through appropriate actions.
- 2.2 Objective: Comprehend and respond to brief signed directions and information.
 - 2.2.1 Performance Indicator: Students will demonstrate comprehension of signs by drawing and/or writing appropriate information.
- 2.3 Objective: Comprehend short narrative stories on simple topics.
 - 2.3.1 Performance Indicator: Students will demonstrate comprehension by answering questions based on teacher's signed stories or a short video.
- 2.4 Objective: Respond to simple signed directions and commands.
 - 2.4.1 Performance Indicator: Students will perform the appropriate action in response to commands, e.g. jump, run, walk etc.
- 2.5 Objective: Identify people and objects based on signed descriptions.
 - 2.5.1 Performance Indicator: Students will demonstrate comprehension of signed vocabulary by appropriate physical response, e.g., pointing to a corresponding picture, object, etc.

Standard 3 - Students present information, concepts, and ideas to an audience of listeners on a variety of topics using correct signs, facial expressions, and body language.

- 3.1 Objective: Sign familiar words and phrases.
 - 3.1.1 Performance Indicator: Students will sign weekly vocabulary words and phrases.
- 3.2 Objective: Sign simple songs using American Sign Language.
 - 3.2.1 Performance Indicator: Students will perform a variety of seasonal songs.
- 3.3 Objective: Sign a simple poem.
 - 3.3.1 Performance Indicator: Students will research the signs to an assigned poem and present the poem to the class.
- 3.4 Objective: Sign simple commands, directions, and instructions.
 - 3.4.1 Performance Indicator: Students will direct classmates to perform routine tasks.

3.5 Objective: Sign simple descriptions of people, places, and objects.

3.5.1 Performance Indicator: Students will describe prompted people, places and things; such as their mother, their home and their favorite sport.

3.6 Objective: Perform short plays and skits using deafisms.

3.6.1 Performance Indicator: Students will demonstrate an understanding of the importance of facial expressions and body language by incorporating them into the context of plays and skits.

3.7 Objective: Sign short messages using correct facial expressions.

3.7.1 Performance Indicator: Students will incorporate correct eye, eyebrow and mouth movements to a variety of messages.

3.8 Objective: Sign a short children's story.

3.8.1 Performance Indicator: Students will utilize gestures, signs, facial expressions and body language to tell a story.

Standard 4 - Students demonstrate an understanding of the relationship between the practices and perspectives of the deaf culture.

4.1 Objective: Identify important events from deaf history.

4.1.1 Performance Indicator: Students will demonstrate knowledge of events through various assessments.

4.1.2 Performance Indicator: Students will demonstrate a knowledge of the history of American Sign Language.

4.2 Objective: Identify the causes, types and degrees of hearing impairments.

4.2.1 Performance Indicator: Students will list the different causes, types and degrees of hearing loss.

4.2.2 Performance Indicator: Students will list the limitations based on the type of hearing loss.

4.3 Objective: Comprehend the types of deaf communication.

4.3.1 Performance Indicator: Students will show an understanding of a TDD, hearing aid, relay system, and vibraphone by demonstrating their use.

4.3.2 Performance Indicator: Students will identify various deaf services.

4.4 Objective: Comprehend the conflicts between deaf and hearing.

4.4.1 Performance Indicator: Students will explain basic differences among the cultures.

4.4.2 Performance Indicator: Students will explain deaf coping skills.

Standard 5 - Students demonstrate an understanding of the relationship between the products and perspectives of the Deaf culture.

5.1 Objective: Identify the tools necessary for a deaf person to use.

5.1.1 Performance Indicator: Students will list items a deaf person uses such as an alarm clock that lights up or vibrates, a TDD, a light to signal when a baby cries, etc.

Standard 6 - Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and its culture.

6.1 Objective: Read identified short stories.

6.1.1 Performance Indicator: Students will report on a deaf person's struggles and accomplishments.

6.1.2 Performance Indicator: Students will watch videos with deaf characters to see similarities and differences in deaf culture.

Standard 7 - Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own.

7.1 Objective: Compare American Sign Language to English.

7.1.1 Performance Indicator: Students will explain the basis of creation of each sign.

7.1.2 Performance Indicator: Students will sign sentences using structure differences.

Standard 8 - Students demonstrate understanding of the concept of culture through comparisons of the cultures studies and their own.

8.1 Objective: Compare daily living patterns in the deaf culture with students' own culture.

8.1.1 Performance Indicator: Students will identify similarities and differences in school subjects and learning techniques for a hearing impaired student.

8.1.2 Performance Indicator: Students will describe similarities and differences in verbal and non-verbal behavior between the deaf culture and the students' culture.

8.2 Objective: Discuss cultural stereotyping.

8.2.1 Performance Indicator: Students will list stereotypes of the culture.

Standard 9 - Students use the language both within and beyond the school setting.

9.1 Objective: Discover applications and uses of American Sign Language within the local community.

9.1.1 Performance Indicator: Students will identify occupations for which American Sign Language would be helpful.

9.2 Objective: Practice signing with family, friends, or peers.

9.2.1 Performance Indicator: Students will "try out" the language at home with parents or siblings by sharing what was learned in class that day.

9.2.2 Performance Indicator: Students will initiate a conversation or respond to questions from the teacher in American Sign Language outside the classroom.

9.2.3 Performance Indicator: Students will interpret what's being said on TV, a billboard or a family discussion.

9.3 Objective: Write paragraphs on deaf topics.

9.3.1 Performance Indicator: Students will find articles in the newspaper relating to deafness, deaf culture, or deaf people.

9.4 Objective: Attend a community event.

9.4.1 Performance Indicator: Students will write a summary on an event attended where deaf culture was observed.

Standard 10 - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

10.1 Objective: Express interest in various aspects of the deaf culture.

10.1.1 Performance Indicator: Students will identify examples representative of the deaf culture in the community.

10.1.2 Performance Indicator: Students will identify areas of the country where there are larger populations of deaf people and why.

10.1.3 Performance Indicator: Students will read about the culture in a variety of media sources.

10.2 Objective: Appreciate sample of literature, art, and music from the deaf culture.

10.2.1 Performance Indicator: Students will attend a dance for hearing impaired people.

10.2.2 Performance Indicator: Students will attend an event run by and for deaf people.