

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

AMERICAN SIGN LANGUAGE 2

Course Number	5798
Department	Elective
Length of Course	One (1) year, two (2) semesters
Grade Level	9-12
Prerequisite	Successful completion of American Sign Language 1
Credit	5 units per semester/10 total credits/fine arts or elective credit
Repeatable	Not repeatable for credit
Board approved	May 6, 2004

Description of Course: This course will teach a continuum of signs, grammar, fingerspelling, and the cultural aspects of deafness. Students will continue to learn communication as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will included 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 per semester.

Rationale of Course: A key element to our success in the current world is the ability to speak other peoples' languages and to function with people from other cultures. American Sign Language (ASL) is the third most widely used language in the United States behind English and Spanish. ASL is a fully developed language with it's own syntactical and grammatical structure and 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 with my friends 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 I 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: Ask questions regarding routine activities.
 - 1.1.1 Performance Indicator: Request clarification about a party, i.e..., time, place, invited guests, what to bring, etc.
 - 1.1.2 Performance Indicator: Demonstrate comprehension of the various questions forms unique to ASL by correctly asking questions to other students.
- 1.2 Objective: Participate in conversations on a variety of everyday topics.
 - 1.2.1 Performance Indicator: Role play a conversation about social plans, i.e. what to do, what time, where to meet, how to get there, etc.
 - 1.2.2 Performance Indicator: Answer questions related to students' home, i.e. color, floor plan, directions to, etc.
 - 1.2.3 Performance Indicator: Students narrate about weekend activities.
- 1.3 Objective: Give and respond to signed directions and commands.
 - 1.3.1 Performance Indicator: Role play a situation at a deaf event, eliciting information on directions and time.
- 1.4 Objective: Interact in a variety of situations to meet personal needs.
 - 1.4.1 Performance Indicator: Express basic needs and problems such as "I don't have any paper. Do you have some paper? May I borrow a piece?"

Standard 2 - Students understand and interpret signed language on a variety of topics. (Receptive)

- 2.1 Objective: Identify ideas and topics from simple signed narratives.
 - 2.1.1 Performance Indicator: Demonstrate comprehension of signs through appropriate actions.
- 2.2 Objective: Comprehend and respond to signed directions and information.
 - 2.2.1 Performance Indicator: Demonstrate comprehension of signs by writing information down on paper, locating information on a map or worksheet.

2.3 Objective: Comprehend short narrative stories on simple topics.

2.3.1 Performance Indicator: Demonstrate comprehension by answering questions either on paper or orally based on teacher's signed stories or a short video.

2.4 Objective: Comprehend detailed messages.

2.4.1 Performance Indicator: Demonstrate comprehension by responding appropriately in ASL or written form to a series of questions.

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. (Expressive)

3.1 Objective: Convey personal information of personal state of being in ASL.

3.1.1 Performance Indicator: Explain daily routine at certain times and days of the week.

3.1.2 Performance Indicator: Share a memorable experience from childhood in some detail, i.e., age at the time, where the experience occurred, what happened, and personal feelings about the experience.

3.1.3 Performance Indicator: Give directions home from the school.

3.2 Objective: Express preferences pertaining to everyday life.

3.2.1 Performance Indicator: Sign to partners a preference when given options by the teacher.

3.3 Objective: Sign short messages using correct facial expressions and body language.

3.3.1 Performance Indicator: Given prompts, correctly use entire body and facial expressions to convey message, not just hand movements.

3.4 Objective: Present detailed information using appropriate ASL structure, non-manual behavior, accurate sign production, and appropriate use of space.

3.4.1 Performance Indicator: Demonstrate the objective in a one-on-one conversation with the teacher.

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

- 4.1 Objective: Identify proper signing space.
 - 4.1.1 Performance Indicator: Correctly demonstrate understanding of a signing space while using ASL at all times.
 - 4.1.2 Performance Indicator: Demonstrate proper ways to walking through a signed conversation and interrupting a conversation.
- 4.2 Objective: Identify important events from Deaf history.
 - 4.2.1 Performance Indicator: Relate a basic understanding of Deaf history and how American Sign Language came to America.
 - 4.2.2 Performance Indicator: Discuss important Deaf people and their contributions to the Deaf community.

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

- 5.1 Objective: Demonstrate an awareness of current events in the Deaf culture.
 - 5.1.1 Performance Indicator: Collect newspaper articles pertaining to the Deaf community and summarize them orally or in writing.
- 5.2 Objective: Demonstrate the awareness of the artistic expression of ASL.
 - 5.2.1 Performance Indicator: Compare various storytellers from different videotapes.
 - 5.2.2 Performance Indicator: Compare and contrast Handshape stories and ABC stories as told in ASL.
- 5.3 Objective: Describe various products unique to Deaf people.
 - 5.3.1 Performance Indicator: Describe the variety of products used to replace noises such as a baby crying, the doorbell, an alarm clock, or the telephone.
 - 5.3.2 Performance Indicator: Explain the functions of hearing-ear dogs, TDDs, hearing aids, and cochlear implants.

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

- 6.1 Objective: Access identified media from the Deaf culture to gain information and to identify a cultural perspective different from students' own viewpoint.
 - 6.1.1 Performance Indicator: View videos with Deaf characters to see similarities and differences among signing styles.
 - 6.1.2 Performance Indicator: Compare and contrast significant aspects of a variety of signing styles.
 - 6.1.3 Performance Indicator: Discuss key cultural factors that influence the acquisition of predominant styles.
- 6.2 Objective: Explain the two main philosophies of Deaf education.
 - 6.2.1 Performance Indicator: Discuss the difference between Oral Communication and Total Communication.
 - 6.2.2 Performance Indicator: List the advantages and disadvantages of the two main philosophies of Deaf education.
- 6.3 Objective: Read a novel based on a deaf person.
 - 6.3.1 Performance Indicator: Read "Deaf Like Me" and answer questions to demonstrate comprehension of the story as well as authors feelings about having a deaf daughter.
- 6.4 Objective: Read short stories.
 - 6.4.1 Performance Indicator: Demonstrate comprehension of stories read about famous Deaf people and their contributions to the Deaf community.
 - 6.4.2 Performance Indicator: Discuss issues based on readings about Deaf heritage.

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

- 7.1 Objective: Recognize differences in grammatical structures among languages.

- 7.1.1 Performance Indicator: Contrast the word order between ASL and English.
- 7.1.2 Performance Indicator: Analyze stories, jokes, and poetry for the linguistic and cultural subtleties of meaning.
- 7.2 Objective: Recognize idiomatic expressions.
 - 7.2.1 Performance Indicator: Watch a signed narrative or dialogue and write down the idiomatic expressions and their English equivalence (if applicable).
- 7.3 Objective: Discuss the major principles of the linguistics of ASL.
 - 7.3.1 Performance Indicator: Sign correct word order following the ten basic rules of ASL.
 - 7.3.2 Performance Indicator: Demonstrate the use of proper classifier signs.
 - 7.3.3 Performance Indicator: Use appropriate forms of question signs.
- 7.4 Objective: Consider proper perspective while signing.
 - 7.4.1 Performance Indicator: When reading directions, demonstrate the ability to “flip” right and left to see from the signer’s perspective.
 - 7.4.2 Performance Indicator: When signing a description of an object, demonstrate correct perspective using mime rather than signs.

Standard 8 - Students demonstrate understanding of the concept of culture through comparisons of the culture of American Sign Language and their own.

- 8.1 Objective: Sign using appropriate manual and non-manual communication of ASL.
- 8.2 Objective: Understand appropriate use of ASL classifiers.
 - 8.2.1 Performance Indicator: Demonstrate comprehension of descriptive classifier signs used to describe an object or a person using signs and space.
 - 8.2.2 Performance Indicator: Demonstrate comprehension of locative classifier signs representing a specific space using signs and space.

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

- 9.1 Objective: Sign to family, friends or peers outside the classroom.
- 9.2 Objective: Participate in school/community events related to ASL.
 - 9.2.1 Performance Indicator: Activities will be posted in the classroom and students will write a brief summary of their experience.
- 9.3 Objective: Identify community resources useful for research in the Deaf culture or for American Sign Language.
 - 9.3.1 Performance Indicator: Investigate various professions and careers available to speakers of ASL.
 - 9.3.2 Performance Indicator: Compile a list of community individuals with expertise in ASL.
 - 9.3.3 Performance Indicator: Interview Deaf people to discover what brought them to the community.

Standard 10 - Extended Learning

- 10.1 Objective: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
 - 10.1.1 Performance Indicator: Use ASL outside the classroom.
 - 10.1.2 Performance Indicator: Teach a student not taking American Sign Language some signs.