

SOUTH CAROLINA
ACADEMIC STANDARDS
FOR
AMERICAN SIGN LANGUAGE

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South Carolina Department of Education. This standards document was developed under the direction of Dr. Valerie Harrison, deputy superintendent, Division of Standards and Learning; Ruta Couet, education associate for modern and classical languages; Mariann Carter, education associate for the education of the deaf; Joseph Bath, administrative coordinator for the Office of Exceptional Children; and Lisa Borden, statewide consultant for the deaf and hard of hearing.

Introduction

On June 1, 2006, the legislature amended Section 59-17-130 of the Code of Laws of South Carolina, 1976, to allow school districts to award world language credit to students who satisfactorily complete a high school course in American Sign Language (ASL). “Beginning with the 2008-2009 school year,” the statute continues, “American Sign Language awarded as a world language credit may be used to satisfy the foreign language credit requirement.” Further, the statute charges the South Carolina Department of Education (SCDE) with the development of teacher certification requirements and ASL standards for curriculum development.

The national content standards for the teaching and learning of world languages in kindergarten through grade twelve are those established by the National Standards in Foreign Language Education Project—an eleven-member task force representing a variety of languages, program models, geographic regions, and levels of instruction and funded by a grant from the United States Department of Education and the National Endowment for the Humanities. These standards, which were first published in 1996 in the document titled *Standards for Foreign Language Learning in the 21st Century*, have been adopted by the SCDE as the academic standards for ASL in the state’s public schools. The material in the *South Carolina Academic Standards for American Sign Language* is therefore conceived and organized according to these national standards and their five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

SCDE professional staff utilized not only the national standards document in its second edition—*Standards for Foreign Language Learning in the 21st Century* (Lawrence, KS: National Standards in Foreign Language Education Project, 1999)—but also a number of other publications, including the following:

ACTFL Performance Guidelines for K–12 Learners (Yonkers, NY: American Council on the Teaching of Foreign Languages, 1999)

- K–12 world-language standards documents published by several states:

2005 Connecticut World Language Curriculum Framework

<http://www.state.ct.us/sde/DTL/curriculum/WLFv2.doc>

Challenge for a New Era: Nebraska K–12 Foreign Language Frameworks

<http://www.nde.state.ne.us/forlg/Frameworks/Frameworks.pdf>

New Jersey World Languages Curriculum Framework: A Document in Support of the Core Curriculum Content Standards for World Languages

<http://www.state.nj.us/njded/frameworks/worldlanguages>

Wisconsin’s Model Academic Standards for Foreign Languages

<http://www.dpi.state.wi.us/standards/pdf/fl.pdf>

- *Understanding by Design*, by Grant Wiggins and Jay McTighe, 2nd edition (Alexandria, VA: Association for Supervision and Curriculum Development, 2005)

A field review of the first draft of the South Carolina ASL standards document was conducted from January 22, 2009, through February 23, 2009, and feedback from that review was incorporated into the document. The edited draft was presented to the State Board of Education for first and second readings on March 11, 2009, and May 11, 2009, respectively.

Procedures for the formal review of South Carolina's academic standards by the Education Oversight Committee and the SCDE and the formal approval of the standards by the State Board are published in the document *Procedures for the Cyclical Review of Current South Carolina K–12 Academic Standards and for the Development of New Academic Standards*, available online at http://ed.sc.gov/agency/offices/cso/documents/2006_ProceduresReviewofStandards.doc.

South Carolina Academic Standards Documents

Beginning with the 2004 social studies standards document, the state-approved expectations for students in South Carolina are called *academic standards* rather than *curriculum standards*. In accordance with the South Carolina Educational Accountability Act of 1998, the purpose of the state's issuing academic standards is to provide the basis for the development of local curricula. It is important to stress, however, that the academic standards and performance indicators in this document are not sequenced for instruction; do not prescribe instructional strategies, materials, or practices; and do not constitute a curriculum. Instead, the document describes what every student of ASL should know and be able to do throughout an articulated language program.

Standards Document for American Sign Language

The *South Carolina Academic Standards for American Sign Language* is organized in the same format as the 2006 *South Carolina Academic Standards for Modern and Classical Languages*. Minimal changes in the content have been made for the purpose of accommodating the nature of ASL, which is a visual language with neither oral nor written components.

- A. The first main section presents all the indicators for each standard across the three language-learning stages simultaneously in chart form. The second main section presents all the standards and indicators for each of the three stages individually.
- B. An overview describing each stage of ASL learning precedes sections containing the stage-specific standards and indicators.
- C. The indicators reflect a progression in performance from one stage of ASL learning to the next.
- D. Each standard is preceded by an essential question designed to focus on the big picture that frames the standard. It is not answerable by a single response but is intended to lead to inquiry and transfer by both the teacher and the student.
- E. All terms defined in the glossary are rendered in boldface type in the running text of the document. These terms are hyperlinked to the glossary in the electronic version of the document.
- F. Sample instructional activities are included for all of the indicators for every standard.

American Sign Language Curriculum Support Documents

The SCDE will develop curriculum support documents after the State Board adoption of these standards. School districts, schools, and teachers should use those documents when constructing a standards-based curriculum, adding or expanding topics and organizing content to fit their students' needs. The support document will include materials and resources such as

- sample units incorporating performance-based assessment;
- suggested rubrics for assessment;
- listings of resources including ASL Web sites, community organizations and groups, and sources of **authentic** presentations;
- appropriate instructional strategies for performance tasks;
- documents relating to issues affecting ASL instruction; and
- guidelines for effective elementary, middle, and high school ASL programs.

Definitions of Key Terms Used in This Document

- **Essential question.** A central issue that frames the overarching goal of a particular academic standard.

All standards in each goal area in this document are preceded by an essential question. Grant Wiggins and Jay McTighe explain in *Understanding by Design* that an essential question is one “that lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading), and promotes inquiry and uncoverage of a subject. Essential questions thus do not yield a single straightforward answer (as a leading question does) but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be either overarching or topical (unit-specific) in scope” (342).

- **Academic standards.** Statements of the most important, consensually determined expectations for student learning in a particular discipline.

South Carolina's academic standards for the classical and modern languages are the national standards and are conceived in terms of the goal areas Communication, Cultures, Connections, Comparisons, and Communities. Each of the introductory essays for these goal areas is based closely on the explanations provided in the national standards document, *Standards for Foreign Language Learning in the 21st Century*.

All of the statements of the academic standards themselves are rendered verbatim from *Standards for Foreign Language Learning in the 21st Century* and are documented by page number. Because South Carolina has adopted the national foreign language standards as its academic standards for ASL, many of the contextual explanations of those standards statements have been adapted specifically for ASL. All of these explanatory statements appear with the heading “ASL Adaptation.”

- **Indicators.** Specific statements of the knowledge, skills, and cognitive processes needed for a student to meet a stage-level standard.

Due to the varying starting points in the sequences of language instruction in South Carolina, specific indicators for student performance formulated on the basis of grade levels are inappropriate. The state has therefore used the concept of the three language-learning stages introduced by the Nebraska Department of Education in the late 1990s—beginning, developing, and expanding—to organize its standards and to formulate its indicators for the modern as well as the classical languages. “The terms *beginning*, *developing*, and *expanding*,” explains Nebraska, “emphasize the fact that language is a complex system and that skills are developed over a long period of time” (9).

Regardless of whether the sequence begins in elementary, middle, or high school, the starting point for a student to move along the language-acquisition continuum is always the beginning stage. The later the sequence begins, however, the less likely it is that students will ever go beyond minimal functions in the language they study. Instructional sequences that begin in high school, in other words, cannot provide students with enough time to progress through the developing and expanding stages. Student performance in ASL is directly related to the length, intensity, and quality of the instruction the students receive.

Many of the main verbs in South Carolina’s indicators for the ASL standards identify specific aspects of a cognitive process as described in the revised Bloom’s taxonomy in appendix B of this document. This use of the new taxonomy will allow teachers to identify the kind of content (knowledge) addressed in an indicator (as factual, conceptual, procedural, or metacognitive) and will help teachers to align their lessons with both the content and the cognitive process identified in the particular indicator.

- **Sample activities.** Suggestions for instructional activities that educators can use in addressing the competencies identified in the indicators.

The sample activities illustrate how students might acquire the knowledge and skills required by one or more indicators or how students might be asked to demonstrate their acquisition of those particular competencies. At least one sample activity is provided for every indicator.

Format of the Standards for the Three Stages of ASL Learning

AMERICAN SIGN LANGUAGE

Communities

BEGINNING STAGE

This is the heading on the page that contains the indicators for **standard 1** under the **fifth goal, Communities**, for students in the **beginning** stage of learning **American Sign Language**.

This is the “**essential question**” that frames the particular goal.

Essential Question 5.1

Why does an understanding of ASL and the Deaf culture allow one to participate more fully in the global community?

This is the **statement of the standard** and its **contextual explanation**, directly quoted from the National Standards in Foreign Language Education Project’s *Standards for Foreign Language Learning in the 21st Century* and documented by page number.

Standard 5.1

Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one’s life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

Standards for Foreign Language Learning in the 21st Century, p. 64

ASL Adaptation

This standard focuses on ASL as a tool for communication throughout one’s life in schools and in American society. In schools, students share their knowledge of ASL and the Deaf culture with classmates and with younger students who may be learning ASL. Applying what they have learned in their program of study in ASL as defined by the other standards, students not only come to realize the advantages inherent in being able to communicate in ASL specifically but also develop a greater understanding of the power of language in general.

This is **contextual explanation of Standard 5.1** specifically adapted for ASL.

These are the three **performance indicators** for the developing stage of **standard 5.1** for ASL.

Indicators

The student will

- B-5.1-1 Use ASL to respond to deaf persons encountered outside of the classroom setting.
- B-5.1-2 Share examples of ASL and the Deaf culture with deaf persons encountered outside of the classroom setting.
- B-5.1-3 Identify examples of the Deaf culture (e.g., festivals, dramatic productions) in the local or regional community.

These are the **sample activities** for standard 5.1 for students in the developing stage. At least one sample activity is provided for every **indicator** of each of the **ASL standards**. The sample activities illustrate how students might be asked to demonstrate the competencies identified in the indicators or how they might be led to acquire those competencies.

Sample Activities for Standard B-5.1

- B-5.1-1 Individual activity: The student attends a deaf function (e.g., silent supper, deaf club meeting, homecoming) and uses ASL to communicate with the participants.
- B-5.1-2 Individual activity: The student uses ASL to teach a deaf family member or peer how to greet native ASL users.
- B-5.1-3 Individual or pair activity: The students use ASL to describe events that are occurring in their local or regional Deaf community.



ACADEMIC
STANDARDS
FOR
AMERICAN
SIGN
LANGUAGE

Communication

Communicate in Languages Other Than English

Studying a language does not automatically result in the development of one's ability to use that language in real situations. Because the acquisition of communicative competence in a language involves more than learning the elements of that language, even those who master its vocabulary and grammar may not be able to understand the language when they encounter it outside the classroom.

In order to communicate successfully in another language, learners must develop strategies to assist them in bridging the communication gaps that exist because of differences in languages and cultures. The language class provides a safe haven for learners to practice and work through the challenges that one encounters when communicating in ASL. Communicating successfully is a central goal of language learning.

The academic standards in the Communication Goal are intended to furnish guidelines for the development of district curricula and classroom activities to provide students with ample opportunities for guided practice in ASL throughout the sequence of instruction.

The essential questions framing the Communication Goal are these:

- What does one need to know and be able to do in order to conduct effective interpersonal communication with those who communicate in ASL? (*interpersonal mode*—two-way communication in which meaning is negotiated by both parties)
- What does one need to know and be able to do in order to correctly comprehend a message expressed in ASL? (*interpretive mode*—one-way communication in which a single party **receives** information without negotiation)
- What does one need to know and be able to do in order to effectively present information in ASL? (*presentational mode*—communication by way of a statement in ASL that an individual has prepared in advance and refined)

AMERICAN SIGN LANGUAGE

COMMUNICATION

Interpersonal Mode

Essential Question 1.1

What does one need to know and be able to do in order to conduct effective interpersonal communication with those who communicate in ASL?

Standard 1.1

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

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation, but [it] . . . can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages.

Standards for Foreign Language Learning in the 21st Century, p. 36

ASL Adaptation

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation.

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.1-1 Use ASL to indicate that he or she does not understand or cannot express an idea adequately.	D-1.1-1 Use simple circumlocution strategies in ASL when he or she cannot express an idea adequately.	E-1.1-1 Use circumlocutions in ASL when he or she cannot express ideas adequately.
B-1.1-2 Express basic courtesies in ASL and use appropriate behaviors and nonmanual markers .	D-1.1-2 Identify and respond appropriately in ASL to nonmanual markers .	E-1.1-2 Use ASL and the appropriate behaviors and nonmanual markers to initiate and sustain conversation.

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.1-3 Use ASL to give simple directions; understand simple directions given in ASL.	D-1.1-3 Use ASL to give directions and ask questions for clarification; understand directions given in ASL.	E-1.1-3 Use ASL to give directions for managing an unexpected situation; understand directions given in ASL for managing such a situation.
B-1.1-4 Use ASL to exchange personal information (e.g., names, home addresses, videophone numbers, e-mail addresses) with others.	D-1.1-4 Use ASL to exchange information on topics of personal interest with others.	E-1.1-4 Use ASL to exchange opinions and beliefs with others.
B-1.1-5 Use ASL to express personal needs in familiar situations.	D-1.1-5 Use ASL to express personal needs in detail in predictable situations.	E-1.1-5 Use ASL to respond appropriately to unexpected circumstances and situations.
B-1.1-6 Use ASL to express personal likes, dislikes, agreement, and disagreement regarding familiar topics.	D-1.1-6 Use ASL to express personal preferences and opinions with supporting details.	E-1.1-6 Use ASL to express personal feelings and ideas for the purpose of persuading others.
B-1.1-7 Use ASL to ask and answer simple questions.	D-1.1-7 Use ASL to ask and answer complex questions and to provide and request clarification when needed.	E-1.1-7 Use ASL to ask and answer open-ended questions and to sustain conversation.

AMERICAN SIGN LANGUAGE

COMMUNICATION

Interpretive Mode

Essential Question 1.2

What does one need to know and be able to do in order to correctly comprehend a message expressed in ASL?

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics.

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches.

Standards for Foreign Language Learning in the 21st Century, p. 36

ASL Adaptation

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in signed form where there is no recourse to the active negotiation of meaning with the signer. Such instances of “one-way” viewing include the cultural interpretation of signed videologs, videos, and live speeches.

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.2-1 Respond appropriately to simple directions and commands given in ASL.	D-1.2-1 Respond appropriately to multistep directions and commands given in ASL.	E-1.2-1 Respond appropriately to complicated directions, instructions, and commands given in ASL.
B-1.2-2 Identify nonmanual markers in authentic ASL presentations.	D-1.2-2 Use nonmanual markers to derive meaning from authentic ASL presentations.	E-1.2-2 Apply diverse strategies to discern details and derive meaning from authentic ASL presentations.
B-1.2-3 Identify the main idea in authentic ASL presentations.	D-1.2-3 Identify the main idea and discern supporting details in authentic ASL presentations.	E-1.2-3 Interpret and analyze authentic ASL presentations.

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.2-4 Understand information conveyed in sentence-level ASL presentations on familiar topics.	D-1.2-4 Understand information conveyed in single-paragraph ASL presentations on a wide variety of topics.	E-1.2-4 Understand information conveyed in single- and multi-paragraph ASL presentations on a wide variety of topics.

AMERICAN SIGN LANGUAGE

COMMUNICATION

Presentational Mode

Essential Question 1.3

What does one need to know and be able to do in order to effectively present information in ASL?

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches.

Standards for Foreign Language Learning in the 21st Century, p. 38

ASL Adaptation

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the Deaf culture where no direct opportunity for the active negotiation of meaning exists. Examples include signed live speeches and television broadcasts.

Indicators

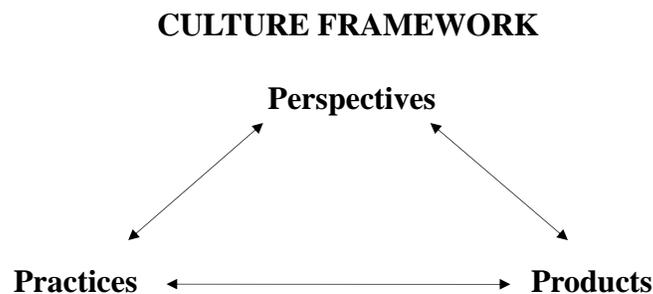
Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.3-1 Use ASL to give simple directions and commands.	D-1.3-1 Use ASL to give directions and commands for simple processes.	E-1.3-1 Use ASL to explain a complex process incorporating detailed instructions.
B-1.3-2 Use visuals as supports in communicating a message in ASL.	D-1.3-2 Use repetition, rephrasing, and gestures to support his or her communication of a message in ASL.	E-1.3-2 Use multiple strategies to enhance his or her communication of a message in ASL.
B-1.3-3 Use ASL to express personal likes or dislikes regarding familiar topics.	D-1.3-3 Use ASL to express personal opinions on selected topics.	E-1.3-3 Use ASL to research and defend a position on a particular issue.

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.3-4 Use ASL to imitate authentic ASL presentations (e.g., ABC stories, poems, folktales).	D-1.3-4 Use ASL to express the main ideas of age-appropriate authentic ASL presentations (e.g., speeches, process instructions, short works of literature).	E-1.3-4 Use ASL to express summaries and analyses of authentic ASL presentations (e.g., television broadcasts, lectures, works of literature).
B-1.3-5 Use ASL to express comparisons among information from simple sources.	D-1.3-5 Use ASL to express summaries of information from a variety of sources.	E-1.3-5 Use ASL to express a synthesis of information from a variety of sources.
B-1.3-6 Communicate information in sentence-level length ASL presentations on familiar topics.	D-1.3-6 Communicate information in paragraph-length ASL presentations on a variety of topics.	E-1.3-6 Communicate information in multi-paragraph ASL presentations on a wide variety of topics.

Cultures

Gain Knowledge and
Understanding of Other Cultures

What Is Culture? The term *culture* includes the philosophical perspectives, the practices, and the products—both tangible and intangible—of a societal group such as the Deaf culture. The diagram below illustrates how the products and the practices are derived from the philosophical perspectives that form the worldview of a cultural group. It also shows how these three components of culture are closely interrelated.



Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of ASL provides opportunities for deaf students to develop insights into their culture that are available to them in no other way. In reality, then, the true content of the program of study in ASL is not the grammar and the vocabulary but the Deaf culture as it is expressed through that language. It is important for their own lives and well-being that ASL students become skilled observers and analysts of the Deaf culture.

The essential questions framing the Cultures Goal area are these:

- Why does an understanding of the relationship between the practices and the perspectives of the Deaf culture allow one to communicate more effectively in ASL?
- Why does an understanding of the relationship between the products and the perspectives of the Deaf culture allow one to communicate more effectively in ASL?

AMERICAN SIGN LANGUAGE CULTURES

Essential Question 2.1

Why does an understanding of the relationship between the practices and the perspectives of the Deaf culture allow one to communicate in ASL?

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard focuses on the practices that are derived from the traditional ideas, attitudes, and values (*perspectives*) of a culture. “Cultural practices” refers to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social “pecking order,” and the use of space. In short, they represent the knowledge of “what to do when and where.” It is important to understand the relationship between these practices and the underlying perspectives that represent the culture’s view of the world.

Standards for Foreign Language Learning in the 21st Century, p. 50

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-2.1-1 Imitate simple ASL hand signs and behaviors that are appropriate to interactions in the Deaf culture.	D-2.1-1 Use high-frequency ASL hand signs and appropriate behaviors in personal interactions in the Deaf culture.	E-2.1-1 Integrate a wide range of ASL hand signs and appropriate behaviors into personal interactions in the Deaf culture.
B-2.1-2 Use ASL to identify behaviors and traits that are characteristic of everyday life in the Deaf culture.	D-2.1-2 Use ASL to describe behaviors and traits that are characteristic of everyday life in the Deaf culture.	E-2.1-2 Use ASL to express an analysis of behaviors and traits that are characteristic of everyday life in the Deaf culture.
B-2.1-3 Use ASL to identify the cultural practices that are particular to the Deaf culture.	D-2.1-3 Use ASL to compare the cultural practices that are particular to the Deaf culture with those found in the hearing culture.	E-2.1-3 Use ASL to express an analysis of the cultural practices that are particular to the Deaf culture.
B-2.1-4 Use ASL to identify social issues currently affecting the Deaf culture.	D-2.1-4 Use ASL to describe the various perspectives on social issues currently affecting the Deaf culture.	E-2.1-4 Use ASL to express an analysis of the various perspectives on social issues currently affecting the Deaf culture.

AMERICAN SIGN LANGUAGE

CULTURES

Essential Question 2.2

Why does an understanding of the relationship between the products and the perspectives of the Deaf culture allow one to communicate ASL?

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

This standard focuses on the *products* of the culture studied and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

Standards for Foreign Language Learning in the 21st Century, p. 51

ASL Adaptation

This standard focuses on the *products* of the Deaf culture and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a communication device, a piece of literature, a videotape) or intangible (e.g., a fable, a system of education). Whatever the form of the product, its presence within the Deaf culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-2.2-1 Use ASL to identify tangible products and symbols of the Deaf culture (e.g., communication devices, ASL handshape items, landmarks).	D-2.2-1 Use ASL to describe the use of tangible products and symbols of the Deaf culture within that culture itself.	E-2.2-1 Use ASL to express an analysis of the products and symbols of the Deaf culture to determine their significance both within and beyond that culture.
B-2.2-2 Use ASL to identify and participate in artistic expressions of the Deaf culture (e.g., drawings and paintings, works of literature, dance).	D-2.2-2 Use ASL to describe relationships between the products and the perspectives of the Deaf culture.	E-2.2-2 Use ASL to express an analysis of relationships between the products and the perspectives of the Deaf culture.

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-2.2-3 Use ASL to identify the contributions that the Deaf culture has made to American society as a whole.	D-2.2-3 Use ASL to describe the contributions that the Deaf culture has made to American society as a whole.	E-2.2-3 Use ASL to explain the effects of the Deaf culture's contributions to American society as a whole.
B-2.2-4 Use ASL to identify social, economic, and political perspectives within the Deaf culture.	D-2.2-4 Use ASL to describe social, economic, and political perspectives within the Deaf culture.	E-2.2-4 Use ASL to explain the impact on current issues and world events that the social, economic, and political perspectives of the Deaf culture have had on American society as a whole.

Connections

Connect with Other Disciplines and Acquire Information

The study of ASL is ideally suited to curriculum integration because it leads students to make valuable connections, both formally and informally, with people in the various disciplines. Learning ASL not only allows students to “learn how to learn,” no matter what the topic or the discipline, but also empowers them to extend their ability to “know and do” in the world in which they live.

The acquisition of ASL focuses on the broader education of students, encouraging teachers to use the classroom language-learning experience to reach across the disciplines and build upon the knowledge that students have already acquired. As they learn ASL students are afforded the opportunity to expand their sources of information and thus to broaden the depth and scope of their knowledge in general. With today’s technology, students can readily access information delivered in ASL and interact with those who communicate in ASL.

The essential questions framing the Connections Goal area are these:

- Why does an understanding of ASL and the Deaf culture increase one’s ability to function in a variety of disciplines?
- Why does an understanding of ASL and the Deaf culture broaden one’s ability to access information and to appreciate a variety of distinctive viewpoints?

AMERICAN SIGN LANGUAGE

CONNECTIONS

Essential Question 3.1

Why does an understanding of ASL and the Deaf culture increase one's ability to function in a variety of disciplines?

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture.

Standards for Foreign Language Learning in the 21st Century, p. 54

ASL Adaptation

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can a knowledge of ASL build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of ASL and the Deaf culture.

Indicator

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-3.1-1 Locate resources and use ASL to identify information that will further his or her knowledge in other subject areas.	D-3.1-1 Locate resources and use ASL to express summaries of information that will further his or her knowledge in other subject areas.	E-3.1-1 Locate resources and use ASL to express a synthesis of information that will further his or her knowledge in other subject areas.

AMERICAN SIGN LANGUAGE

CONNECTIONS

Essential Question 3.2

Why does an understanding of ASL and the Deaf culture broaden one’s ability to access information and to appreciate a variety of distinctive viewpoints?

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of a foreign language, they broaden the sources of information available to them. They have a “new window on the world.”

Standards for Foreign Language Learning in the 21st Century, p. 56

ASL Adaptation

As a consequence of learning ASL and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of ASL, they broaden the sources of information available to them. They have a “new window on the world.”

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-3.2-1 Use ASL to identify viewpoints within the Deaf culture that are expressed in sources intended for native users.	D-3.2-1 Use ASL to describe viewpoints within the Deaf culture that are expressed in sources intended for native users.	E-3.2-1 Use ASL to express summaries of viewpoints within the Deaf culture that are expressed in sources intended for native users.

Comparisons

Develop Insight
into the Nature of
Language and Culture

A major benefit of the study of ASL is that students not only gain a deeper understanding of language as a means of communication with a particular culture but also acquire a greater awareness of the interconnections between language and culture in general. The ability to make comparisons among languages, social behaviors, and cultural views allows students to become keener observers and analyzers of their own society and communication system. By making such comparisons, students also develop their critical thinking abilities in important ways.

The essential questions framing the Comparisons Goal are these:

- How does a knowledge of ASL enhance one's understanding of the nature of language in general?
- How does a knowledge of ASL enhance one's understanding of culture and language in general?

AMERICAN SIGN LANGUAGE

COMPARISONS

Essential Question 4.1

How does a knowledge of ASL enhance one’s understanding of the nature of language in general?

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students’ ability to examine their own language, and to develop hypotheses about the structure and use of languages. . . . Activities can be systematically integrated into instruction that will assist students in understanding how languages work.

Standards for Foreign Language Learning in the 21st Century, p.58

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-4.1-1 Recognize the differences between the linguistic elements of ASL and English.	D-4.1-1 Use ASL to describe the differences between the linguistic elements of ASL and English.	E-4.1-1 Use ASL to explain the differences between the linguistic elements of ASL and English.
B-4.1-2 Use ASL to identify differences and similarities in register between ASL and English.	D-4.1-2 Use the appropriate register when communicating in ASL.	E-4.1-2 Integrate the appropriate register consistently when communicating in ASL.
B-4.1-3 Recognize high-frequency ASL nonmanual markers within limited contexts.	D-4.1-3 Use high-frequency ASL nonmanual markers within familiar contexts.	E-4.1-3 Use ASL high-frequency nonmanual markers within a variety of contexts.

AMERICAN SIGN LANGUAGE

COMPARISONS

Essential Question 4.2

How does a knowledge of ASL enhance one’s understanding of culture and society in general?

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. They develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others learn to do so. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

Standards for Foreign Language Learning in the 21st Century, p. 60

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-4.2-1 Use ASL to identify the products of the Deaf culture and those of the hearing culture.	D-4.2-1 Use ASL to compare products of the Deaf culture with those of the hearing culture.	E-4.2-1 Use ASL to express an analysis of the products of the Deaf culture.
B-4.2-2 Use ASL to identify behavioral patterns and perspectives in the Deaf culture that are similar to and different from those in the hearing culture.	D-4.2-2 Use ASL to compare behavioral patterns and perspectives in the Deaf culture with those in the hearing culture.	E-4.2-2 Use ASL to interact effectively in a variety of social contexts within the Deaf culture as well as within the hearing culture.
B-4.2-3 Use ASL to identify practices within the Deaf culture that are similar to and different from those in the hearing culture.	D-4.2-3 Use ASL to compare practices particular to the Deaf culture with those found in the hearing culture.	E-4.2-3 Use ASL to express an analysis of practices that are particular to the Deaf culture and compare them with those found in the hearing culture.

Communities

Participate in Multilingual Communities at Home and around the World

The ability to communicate in ASL expands the employment opportunities for South Carolina students both at home and throughout the United States allows them to pursue their personal interests with greater success, and gives them the means to contribute to society in more meaningful and effective ways. Ultimately, as a result of their ability to communicate in ASL, students have a greater insight into language and culture in general, are better able to connect with practitioners across the disciplines, and possess a deeper appreciation for the interdependence of people and communities throughout the world.

The Communities Goal combines elements from each of the other goal areas. The standards in this goal embrace the student's ability not only to use ASL effectively but also to apply a knowledge of the perspectives, products, and practices of the culture in which that language is used. While some students are fortunate enough to have direct access to Deaf communities through their home backgrounds, all students benefit from an awareness of the many communities where the means of communication is not only English but also ASL.

The essential question framing the Communities Goal is this:

- Why does an understanding of ASL and the Deaf culture allow one to participate more fully in the global community?

AMERICAN SIGN LANGUAGE

COMMUNITIES

Essential Question 5.1

Why does an understanding of ASL and the Deaf culture allow one to participate more fully in the global community?

Standard 5.1

Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

Standards for Foreign Language Learning in the 21st Century, p. 64

ASL Adaptation

This standard focuses on ASL as a tool for communication throughout one's life in schools and in American society. In schools, students share their knowledge of ASL and the Deaf culture with classmates and with younger students who may be learning ASL. Applying what they have learned in their program of study in ASL as defined by the other standards, students not only come to realize the advantages inherent in being able to communicate in ASL specifically but also develop a greater understanding of the power of language in general.

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-5.1-1 Use ASL to respond to deaf persons encountered outside of the classroom setting.	D-5.1-1 Use ASL to converse with deaf persons encountered outside of the classroom setting.	E-5.1-1 Use a knowledge of ASL and the Deaf culture to interact appropriately with deaf persons encountered outside of the classroom setting.
B-5.1-2 Share examples of ASL and the Deaf culture with deaf persons encountered outside of the classroom setting.	D-5.1-2 Use ASL to initiate social connections with deaf persons encountered outside of the classroom setting.	E-5.1-2 Use ASL to establish and maintain social connections with ASL users encountered outside of the classroom setting.

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-5.1-3 Identify examples of the Deaf culture (e.g., festivals, dramatic productions) in the local or regional community.	D-5.1-3 Use ASL resources in the local or regional community to create opportunities for social interaction.	E-5.1-3 Perform community service using a knowledge of ASL and the Deaf culture.

Note: Standard 5.2, “Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment,” is omitted from the South Carolina standards due to the difficulty that standard 5.2 presents with regard to the assessment of student performance.

STAGE-LEVEL
STANDARDS
FOR
AMERICAN SIGN
LANGUAGE

Beginning

Students who are in the beginning stage of learning a modern language may be at any grade level—first, sixth, ninth, or twelfth—depending on the scope and sequence of the program of instruction established by the particular school district. In any case, more than a single school year or a single course is required for students to complete the beginning stage.

The beginning stage is more receptive in nature than the two subsequent stages, developing and expanding; that is, the beginning student's comprehension is generally better than his or her language production. Beginning students develop visual and manual skills first, taking gestures, facial and body expressions, and then recognizing patterns as they begin to imitate ASL. They next learn to **receive** and express what they can understand or sign—everyday words, commands, simple phrases, short sentences, and basic questions. Able to use predictable language in familiar settings, they are also able to apply such strategies as context clues, repetition, and simple paraphrasing to understand and communicate in ASL.

Beginning-stage language learners also start to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the Deaf culture. They begin to discern the similarities and differences that exist between the Deaf and the hearing cultures. They locate examples of the Deaf culture in their own community and identify ways in which they can use the new language to expand their knowledge in all the content areas.

AMERICAN SIGN LANGUAGE

Communication

BEGINNING STAGE

Essential Question 1.1

What does one need to know and be able to do in order to conduct effective interpersonal communication with those who communicate in ASL?

Standard 1.1

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

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation, but [it] . . . can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages.

Standards for Foreign Language Learning in the 21st Century, p. 36

ASL Adaptation

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation.

Indicators

The student will

- B-1.1-1 Use ASL to indicate that he or she does not understand or cannot express an idea adequately.
- B-1.1-2 Express basic courtesies in ASL and use appropriate behaviors and **nonmanual markers**.
- B-1.1-3 Use ASL to give simple directions; understand simple directions given in ASL.
- B-1.1-4 Use ASL to exchange personal information (e.g., names, home addresses, videophone numbers, e-mail addresses) with others.
- B-1.1-5 Use ASL to express personal needs in familiar situations.
- B-1.1-6 Use ASL to express personal likes, dislikes, agreement, and disagreement regarding familiar topics.
- B-1.1-7 Use ASL to ask and answer simple questions.

Sample Activities for Standard B-1.1

- B-1.1-1 Individual activity: The student refers to a language ladder to find a way to sign “I don’t understand.” [A *language ladder* is a set of four or five phrases that cover a range of **registers** or expressions for a particular idea—ways of signing thank you to someone, for example, or signing good-bye.]
- B-1.1-2 Pair activity: The students greet and introduce themselves to individuals (classmates, other students, school staff) and exchange basic information with them in ASL.
- B-1.1-3 Pair activity: The students use ASL to take turns playing the role of the teacher in a Gouin series of classroom routines. [A *Gouin series* consists of six to eight phrases or short sentences, all expressed in the same person and tense, that describe in a logical sequence the steps one performs in carrying out a particular task. As an instructional strategy. The teacher and students act out the meaning of each of the phrases or sentences until the class fully understands the sequence.]
- B-1.1-4 Group activity: The students have been assigned a project and, using ASL, make arrangements to work on it after school, negotiating schedules and each other’s activities.
- B-1.1-5 Pair or group activity: The students use ASL to simulate a situation in which they are on a fixed budget and are trying to select a meal from a restaurant menu..
- B-1.1-6 Pair activity: The students use ASL in discussing where they want to spend the weekend and explaining what they would like or not like about the particular place.
- B-1.1-7 Group activity: The students use ASL to play Speed Dating. [In the activity *Speed Dating*, pairs of students conduct interviews during which one person asks the other a series of quick questions and takes notes in order to decide whether he or she wants to date that person.]

AMERICAN SIGN LANGUAGE

Communication

BEGINNING STAGE

Essential Question 1.2

What does one need to know and be able to do in order to correctly comprehend a message expressed in ASL?

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics.

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches.

Standards for Foreign Language Learning in the 21st Century, p. 36

ASL Adaptation

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in signed form where there is no recourse to the active negotiation of meaning with the signer. Such instances of “one-way” viewing include the cultural interpretation of signed videologs, videos, and live speeches.

Indicators

The student will

- B-1.2-1 Respond appropriately to simple directions and commands given in ASL.
- B-1.2-2 Identify **nonmanual markers** in **authentic** ASL presentations.
- B-1.2-3 Identify the main idea in **authentic** ASL presentations.
- B-1.2-4 Understand information conveyed in sentence-level ASL presentations on familiar topics.

Sample Activities for Standard B-1.2

- B-1.2-1 Class activity: The students carry out the steps in an ASL Gouin series based on classroom routines: each student randomly selects a phrase or sentence in the series and performs it. Using ASL, the class members take turns identifying the particular routine that a student has just performed. [A *Gouin series* consists of six to eight phrases or short sentences, all expressed in the same person and tense, that describe in a logical sequence the steps one performs in carrying out a particular task. As an instructional strategy. The teacher and students act out the meaning of each of the phrases or sentences until the class fully understands the sequence.]

Sample Activities for Standard B-1.2

- B-1.2-2 Group activity: The students watch a videotape of a story in ASL to identify the use of eye gaze and **nonmanual markers** in order to identify the characters in the story.
- B-1.2-3 Individual activity: The student identifies the main idea of an ABC story or poem from the Deaf culture.
- B-1.2-4 Group activity: The students view a sentence-level story presented in ASL. The teacher provides the students with several pictures of possible interpretations of story's topic. Students then match the topic with the correct picture.
- B-1.2-4 Individual activity: The student uses ASL to give a title to a short article, tale, or poem that has been communicated in ASL.

AMERICAN SIGN LANGUAGE

Communication

BEGINNING STAGE

Essential Question 1.3

What does one need to know and be able to do in order to effectively present information in ASL?

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches.

Standards for Foreign Language Learning in the 21st Century, p. 38

ASL Adaptation

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the Deaf culture where no direct opportunity for the active negotiation of meaning exists. Examples include signed live speeches and television broadcasts.

Indicators

The student will

- B-1.3-1 Use ASL to give simple directions and commands.
- B-1.3-2 Use visuals as supports in communicating a message in ASL.
- B-1.3-3 Use ASL to express personal likes or dislikes regarding familiar topics.
- B-1.3-4 Use ASL to imitate **authentic** ASL presentations (e.g., ABC stories, poems, folktales).
- B-1.3-5 Use ASL to express comparisons among information from simple sources.
- B-1.3-6 Communicate information in sentence-level length ASL presentations on familiar topics

Sample Activities for Standard B-1.3

- B-1.3-1 Individual activity: The student uses ASL to express five things that he or she must do to be successful in the ASL class.
- B-1.3-2 Pair activity: The student creates a collage with pictures of his or her family and friends and then uses ASL to describe the collage to a classmate.
- B-1.3-3 Group activity: The students use ASL facial expressions to convey their likes and dislikes regarding cafeteria food.

Sample Activities for Standard B-1.3

- B-1.3-4 Group activity: The students work in groups to teach their class an **authentic** ASL rhyme, cheer, or poem using the Total Physical Response (TPR) instructional strategy. [The TPR strategy consists of presenting ASL hand signs simultaneously with body movements in order to immerse students in ASL concepts.]
- B-1.3-5 Individual activity: The student views signed video clips on after-school clubs and compares the information in order to determine which club he or she would like to attend.
- B-1.3-6 Individual activity: The student selects a situation card and uses ASL to reenact the selected situation. [A *situation card* describes a scenario in which students must use linguistic skills and cultural knowledge in order to communicate in ASL.]

AMERICAN SIGN LANGUAGE

Cultures

BEGINNING STAGE

Essential Question 2.1

Why does an understanding of the relationship between the practices and the perspectives of the Deaf culture allow one to communicate with those who communicate in ASL?

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard focuses on the practices that are derived from the traditional ideas, attitudes, and values (*perspectives*) of a culture. “Cultural practices” refers to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social “pecking order,” and the use of space. In short, they represent the knowledge of “what to do when and where.” It is important to understand the relationship between these practices and the underlying perspectives that represent the culture’s view of the world.

Standards for Foreign Language Learning in the 21st Century, p. 50

Indicators

The student will

- B-2.1-1 Imitate simple ASL hand signs and behaviors that are appropriate to interactions in the Deaf culture
- B-2.1-2 Use ASL to identify behaviors and traits that are characteristic of everyday life in the Deaf culture.
- B-2.1-3 Use ASL to identify the cultural practices that are particular to the Deaf culture.
- B-2.1-4 Use ASL to identify social issues currently affecting the Deaf culture.

Sample Activities for Standard B-2.1

- B-2.1-1 Group activity: The students create a short video clip demonstrating appropriate interactions in settings that a deaf person would encounter during a weekend (e.g., greeting people, making simple conversation, taking one’s leave).
- B-2.1-2 Individual activity: The student creates a personal schedule that exemplifies a deaf student’s typical weekday and that includes the use of aids such as a shake-awake alarm clock, interpreting services, and videophone relay service.
- B-2.1-3 Individual or group activity: The students simulate appropriate attention-getting strategies used in the Deaf culture.
- B-2.1-4 Individual activity: The student accesses the National Association of the Deaf Web site to identify social issues affecting the Deaf community.

AMERICAN SIGN LANGUAGE

Cultures

BEGINNING STAGE

Essential Question 2.2

Why does an understanding of the relationship between the products and the perspectives of the Deaf culture allow one to communicate in ASL?

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

This standard focuses on the *products* of the culture studied and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

Standards for Foreign Language Learning in the 21st Century, p. 51

ASL Adaptation

This standard focuses on the *products* of the Deaf culture and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a communication device, a piece of literature, a videotape) or intangible (e.g., a fable, a system of education). Whatever the form of the product, its presence within the Deaf culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

Indicators

The student will

- B-2.2-1 Use ASL to identify tangible products and symbols of the Deaf culture (e.g., communication devices, ASL handshape items, landmarks).
- B-2.2-2 Use ASL to identify and participate in artistic expressions of the Deaf culture (e.g., drawings and paintings, works of literature, dance).
- B-2.2-3 Use ASL to identify the contributions that the Deaf culture has made to American society as a whole.
- B-2.2-4 Use ASL to identify social, economic, and political perspectives within the Deaf culture.

Sample Activities for Standard B-2.2

- B-2.2-1 Group activity: The students make flash cards of communication devices (e.g., shake-awake alarm clock, interpreting services, videophone relay service) with a picture on one side and the matching ASL hand signs drawn on the other.
- B-2.2-2 Individual activity: The student chooses an **authentic** ASL rhyme or poem and teaches it to the class.
- B-2.2-3 Group activity: The students create a class scrapbook, big book, or PowerPoint presentation by adding pictures of items that show what the Deaf culture has contributed to American society. The students describe each item with one or two ASL hand signs.
- B-2.2-4 Group activity: The students compare the educational opportunities available for the deaf in industrialized countries with those available in developing countries.

AMERICAN SIGN LANGUAGE

Connections

BEGINNING STAGE

Essential Question 3.1

Why does an understanding of ASL and the Deaf culture increase one's ability to function in a variety of disciplines?

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture.

Standards for Foreign Language Learning in the 21st Century, p. 54

ASL Adaptation

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can a knowledge of ASL build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of ASL and the Deaf culture.

Indicator

The student will

B-3.1-1 Locate resources and use ASL to identify information that will further his or her knowledge in other subject areas.

Sample Activity for Standard B-3.1

B-3.1-1 Individual activity: The student finds three Web resources on the accomplishments and contributions of famous deaf people and uses ASL to explain those achievements to the class.

AMERICAN SIGN LANGUAGE

Connections

BEGINNING STAGE

Essential Question 3.2

Why does an understanding of ASL and the Deaf culture broaden one's ability to access information and to appreciate a variety of distinctive viewpoints?

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of a foreign language, they broaden the sources of information available to them. They have a “new window on the world.”

Standards for Foreign Language Learning in the 21st Century, p. 56

ASL Adaptation

As a consequence of learning ASL and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of ASL, they broaden the sources of information available to them. They have a “new window on the world.”

Indicator

The student will

B-3.2-1 Use ASL to identify viewpoints within the Deaf culture that are expressed in sources intended for native users.

Sample Activity for Standard B-3.2

B-3.2-1 Pair or group activity: The students view video logs (vlogs) to discuss the viewpoints on residential and mainstreamed educational programs in the Deaf culture.

AMERICAN SIGN LANGUAGE

Comparisons

BEGINNING STAGE

Essential Question 4.1

How does knowledge of ASL enhance one's understanding of the nature of language in general?

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language, and to develop hypotheses about the structure and use of languages. . . . Activities can be systematically integrated into instruction that will assist students in understanding how languages work.

Standards for Foreign Language Learning in the 21st Century, p.58

Indicators

The student will

- B-4.1-1 Recognize the differences between the linguistic elements of ASL and English.
- B-4.1-2 Use ASL to identify differences and similarities in **register** between ASL and English.
- B-4.1-3 Recognize high-frequency ASL **nonmanual markers** within limited contexts.

Sample Activities for Standard B-4.1

- B-4.1-1 Individual activity: The student views a one-sentence ASL video clip and then writes out the sentence in English. The student then compares the structure of the English statement to that of ASL viewing.
- B-4.1-2 Group activity: One student selects an item out of a bag containing props that indicate a person's age or profession—a handbag, shawl, necktie, or baseball cap, for example. The group members then converse with each other in ASL using the appropriate **register** represented by the item.
- B-4.1-3 Group activity: Students role-play greeting a number of different people (e.g., family member, peer, teacher) using ASL and the appropriate **nonmanual markers**. The students then compare and contrast the structure of the ASL greetings with that of the English versions.

AMERICAN SIGN LANGUAGE

Comparisons

BEGINNING STAGE

Essential Question 4.2

How does a knowledge of ASL enhance one's understanding of culture and society in general?

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. They develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others learn to do so. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

Standards for Foreign Language Learning in the 21st Century, p. 60

Indicators

The student will

- B-4.2-1 Use ASL to identify the products of the Deaf culture and those of the hearing culture.
- B-4.2-2 Use ASL to identify behavioral patterns and perspectives in the Deaf culture that are similar to and different from those of the hearing culture.
- B-4.2-3 Use ASL to identify practices within the Deaf culture that are similar to and different from those of the hearing culture.

Sample Activities for Standard B-4.2

- B-4.2-1 Individual or pair activity: The students compare the products and equipment used in homes where deaf people live with the products and equipment used in the homes of hearing people.
Follow-up activity: The students describe how the products and equipment are used in the homes of deaf people.
- B-4.2-2 Individual activity: The student identifies cultural behaviors of deaf people that are different from those of hearing people (e.g., use of personal space, eye gaze, avoidance of visual distractions).
- B-4.2-3 Individual activity: The student describes social events in the Deaf culture (e.g., homecoming, deaf club meetings, deaf sporting events) and explains how they differ in the hearing community.

AMERICAN SIGN LANGUAGE

Communities

BEGINNING STAGE

Essential Question 5.1

Why does an understanding of ASL and the Deaf culture allow one to participate more fully in the global community?

Standard 5.1

Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

Standards for Foreign Language Learning in the 21st Century, p. 64

ASL Adaptation

This standard focuses on ASL as a tool for communication throughout one's life in schools and in American society. In schools, students share their knowledge of ASL and the Deaf culture with classmates and with younger students who may be learning ASL. Applying what they have learned in their program of study in ASL as defined by the other standards, students not only come to realize the advantages inherent in being able to communicate in ASL specifically but also develop a greater understanding of the power of language in general.

Indicators

The student will

- B-5.1-1 Use ASL to respond to deaf persons encountered outside of the classroom setting.
- B-5.1-2 Share examples of ASL and the Deaf culture with deaf persons encountered outside of the classroom setting.
- B-5.1-3 Identify examples of the Deaf culture (e.g., festivals, dramatic productions) in the local or regional community.

Sample Activities for Standard B-5.1

- B-5.1-1 Individual activity: The student attends a deaf function (e.g., silent supper, deaf club meeting, homecoming) and uses ASL to communicate with the participants.
- B-5.1-2 Individual activity: The student uses ASL to teach a deaf family member or peer how to greet native ASL users.
- B-5.1-3 Individual or pair activity: The students use ASL to describe events that are occurring in their local or regional Deaf community.

Developing

Learners in the developing stage have completed the first part of a **sequential, articulated program** consisting of prolonged instruction in ASL. Students in this stage will have received more than 250 hours of uninterrupted language study. The developing stage is not the equivalent of the second year of instruction.

Rather than merely naming and identifying, students at the developing stage are better able to describe ideas and things and to provide more details. They are starting to recombine phrases and sentences to meet the demands of a greater variety of contexts. They are not only able to express basic wants and needs but are also able to elaborate on them. Students at this stage are able to ask and answer questions, narrate and describe in sentences and groups of related sentences, and understand short signed passages. They continue to use strategies such as context clues, repetition, and paraphrasing to understand and communicate in ASL.

The developing stage is characterized by language production that moves from imitative to innovative. Developing students continue to extend their language skills, becoming more accurate in the language they produce, and are more reflective than automatic in their responses to situations or questions. They become able to comprehend a greater variety of situations and to generate responses and initiate interactions in the language in more complete and purposeful ways. They may move back and forth between the developing and beginning stages, however—showing confidence and language control in some situations and not in others.

Developing-stage learners recognize the interrelatedness of cultural products, practices, and perspectives and establish connections with the Deaf culture. They use the language to expand their knowledge of other content areas and gain awareness of multiple viewpoints.

AMERICAN SIGN LANGUAGE

Communication

DEVELOPING STAGE

Essential Question 1.1

What does one need to know and be able to do in order to conduct effective interpersonal communication with those who communicate in ASL?

Standard 1.1

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

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation, but [it] . . . can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages.

Standards for Foreign Language Learning in the 21st Century, p. 36

ASL Adaptation

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation.

Indicators

The student will

- D-1.1-1 Use simple **circumlocution** strategies in ASL when he or she cannot express an idea adequately.
- D-1.1-2 Identify and respond appropriately in ASL to **nonmanual markers**.
- D-1.1-3 Use ASL to give directions and ask questions for clarification; understand directions given in ASL.
- D-1.1-4 Use ASL to exchange information on topics of personal interest with others.
- D-1.1-5 Use ASL to express personal needs in detail in predictable situations.
- D-1.1-6 Use ASL to express personal preferences and opinions with supporting details.
- D-1.1-7 Use ASL to ask and answer complex questions and to provide and request clarification when needed.

Sample Activities for Standard D-1.1

- D-1.1-1 Group activity: The students create throughout the course an ASL class dictionary on chart paper, illustrating the signs with pictures.
- D-1.1-2 Pair activity: The students create a mini-poster with pictures or a video in ASL illustrating a common **nonmanual marker** in the Deaf culture, identify what the marker means, and explain how to respond to it in ASL.
- D-1.1-3 Pair activity: The students use a map to chart routes from a given point to several tourist attractions. The two students alternate giving directions in ASL and tracing the routes on the map.
- D-1.1-4 Group activity: The students plan a party and, using ASL, make choices about the guest list, food, decorations, and entertainment.
- D-1.1-5 Pair activity: The students use ASL to discuss what they might wear to the school dance so that no one wears the same outfit.
- D-1.1-6 Group activity: The students work in small groups to create in ASL a description of what it means to be a hero.
Follow-up activity: The students in the class as a whole use ASL to synthesize the characteristics of a hero as described by the various groups of their classmates.
- D-1.1-7 Pair activity: The students assume the role of a famous person, living or dead, from the Deaf culture and take turns interviewing each other in ASL.
Follow-up activity: The students use ASL to describe the characteristics that famous deaf people have in common.

AMERICAN SIGN LANGUAGE

Communication

DEVELOPING STAGE

Essential Question 1.2

What does one need to know and be able to do in order to correctly comprehend a message expressed in ASL?

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics.

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches.

Standards for Foreign Language Learning in the 21st Century, p. 36

ASL Adaptation

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in signed form where there is no recourse to the active negotiation of meaning with the signer. Such instances of “one-way” viewing include the cultural interpretation of signed videologs, videos, and live speeches.

Indicators

The student will

- D-1.2-1 Respond appropriately to increasingly complex directions and commands given in ASL.
- D-1.2-2 Use **nonmanual markers** to derive meaning from **authentic** ASL presentations.
- D-1.2-3 Identify the main idea and discern supporting details in **authentic** ASL presentations.
- D-1.2-4 Understand information conveyed in single-paragraph ASL presentations on a wide variety of topics.

Sample Activities for Standard D-1.2

- D-1.2-1 Individual activity: The student draws a route on a map in response to driving directions signed by the teacher.
- D-1.2-1 Individual or group activity: The students participate in a virtual driving test during which they must follow the directions of a driving instructor who communicates in ASL.
- D-1.2-2 Individual activity: The student uses ASL to order a pizza via videophone.

Sample Activities for Standard D-1.2

D-1.2-3 Individual or group activity: The students **receive** a signed synopsis of a murder mystery, predict who the culprit is, and then use ASL to explain why they chose the particular character.

D-1.2-4 Individual or group activity: The students use picture strips to sequence the events in a signed passage.

AMERICAN SIGN LANGUAGE

Communication

DEVELOPING STAGE

Essential Question 1.3

What does one need to know and be able to do in order to effectively present information in ASL?

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches.

Standards for Foreign Language Learning in the 21st Century, p. 38

ASL Adaptation

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the Deaf culture where no direct opportunity for the active negotiation of meaning exists. Examples include signed live speeches and television broadcasts.

Indicators

The student will

- D-1.3-1 Use ASL to give directions and commands for simple processes.
- D-1.3-2 Use repetition, rephrasing, and gestures to support his or her communication of a message in ASL.
- D-1.3-3 Use ASL to express personal opinions on selected topics.
- D-1.3-4 Use ASL to express the main ideas of age-appropriate **authentic** ASL presentations (e.g., speeches, process instructions, short works of literature).
- D-1.3-5 Use ASL to express summaries of information from a variety of sources.
- D-1.3-6 Communicate information in paragraph-length ASL presentations on a variety of topics.

Sample Activities for Standard D-1.3

- D-1.3-1 Individual activity: The student uses ASL to give directions from his or her home to the school.
- D-1.3-2 Individual or pair activity: The students draw their own language ladder on an idea the class has not covered. [A *language ladder* is a set of four or five phrases that cover a range of **registers** or expressions for a particular idea—ways of signing thank you to someone, for example, or signing good-bye.]

Sample Activities for Standard D-1.3

- D-1.3-3 Class activity: The students use ASL in defending their opinions on school uniforms, curfews, school rules, and so on.
- D-1.3-4 Group activity: The students participate in a jigsaw activity where they must summarize a particular section of a video in ASL and then determine the order in which all of the events occurred.
- D-1.3-5 Group activity: The students use ASL to plan activities for three evenings within the limits of a specific budget.
- D-1.3-6 Group activity: The students use ASL to conduct a walking tour of the campus or the community for deaf students who are new to the area.

AMERICAN SIGN LANGUAGE

Cultures

DEVELOPING STAGE

Essential Question 2.1

Why does an understanding of the relationship between the practices and the perspectives of the Deaf culture allow one to communicate with those who communicate in ASL?

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard focuses on the practices that are derived from the traditional ideas, attitudes, and values (*perspectives*) of a culture. “Cultural practices” refers to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social “pecking order,” and the use of space. In short, they represent the knowledge of “what to do when and where.” It is important to understand the relationship between these practices and the underlying perspectives that represent the culture’s view of the world.

Standards for Foreign Language Learning in the 21st Century, p. 50

Indicators

The student will

- D-2.1-1 Use high-frequency ASL hand signs and appropriate behaviors in personal interactions in the Deaf culture.
- D-2.1-2 Use ASL to describe behaviors and traits that are characteristic of everyday life in the Deaf culture.
- D-2.1-3 Use ASL to compare the cultural practices that are particular to the Deaf culture with those found in the hearing culture.
- D-2.1-4 Use ASL to describe the various perspectives on social issues currently affecting the Deaf culture.

Sample Activities for Standard D-1.2

- D-2.1-1 Individual activity: The student takes a virtual trip to an event in the Deaf community and prepares a video journal entry describing the language, behaviors, and traditions of the people who attended that event.
- D-2.1-2 Individual activity: The student creates a video journal entry describing a deaf person’s day, from getting up in the morning until going to bed at night.

Sample Activities for Standard D-1.2

- D-2.1-3 Group activity: The students participate in an S.C. Association of the Deaf social event in which they interact with native users of ASL. They use ASL to report back to the class on the cultural practices that they observed.
- D-2.1-4 Individual activity: The student reads an article on a deafness issue such as cochlear implants and, on the basis of that article, describes how some deaf people feel about the issue.

AMERICAN SIGN LANGUAGE

Cultures

DEVELOPING STAGE

Essential Question 2.2

Why does an understanding of the relationship between the products and the perspectives of the Deaf culture allow one to communicate in ASL?

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

This standard focuses on the *products* of the culture studied and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

Standards for Foreign Language Learning in the 21st Century, p. 51

ASL Adaptation

This standard focuses on the *products* of the Deaf culture and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a communication device, a piece of literature, a videotape) or intangible (e.g., a fable, a system of education). Whatever the form of the product, its presence within the Deaf culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

Indicators

The student will

- D-2.2-1 Use ASL to describe the use of tangible products and symbols of the Deaf culture within that culture itself.
- D-2.2-2 Use ASL to describe relationships between the products and the perspectives of the Deaf culture.
- D-2.2-3 Use ASL to describe the contributions that the Deaf culture has made to American society as a whole.
- D-2.2-4 Use ASL to describe social, economic, and political perspectives within the Deaf culture.

Sample Activities for Standard D-2.2

- D-2.2-1 Individual activity: The student identifies accommodation devices (e.g., shake-awake alarm clock, visual alerting devices) from the Deaf culture and uses ASL to describe how they are used.

Sample Activities for Standard D-2.2

- D-2.2-2 Group activity: The students use ASL to compare the educational experience of a hearing student to that of a deaf student.
- D-2.2-3 The students use ASL to discuss and categorize the various contributions that the Deaf culture has made to the world. Then, in small groups, students use ASL to choose one of those categories, summarize the particular contributions, and present them to the class as a whole.
- D-2.2-4 Group activity: The students describe how social organizations such as the National Association of the Deaf serve the Deaf community.

AMERICAN SIGN LANGUAGE

Connections

DEVELOPING STAGE

Essential Question 3.1

Why does an understanding of ASL and the Deaf culture increase one's ability to function in a variety of disciplines?

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture.

Standards for Foreign Language Learning in the 21st Century, p. 54

ASL Adaptation

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can a knowledge of ASL build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of ASL and the Deaf culture.

Indicator

The student will

- D-3.1-1 Locate resources and use ASL to express summaries of information that will further his or her knowledge in other subject areas.

Sample Activity for Standard D-3.1

- D-3.1-1 Individual or pair activity: The students locate graphic representations of dietary guidelines and in ASL share definitions of recommended dietary choices.

AMERICAN SIGN LANGUAGE

Connections

DEVELOPING STAGE

Essential Question 3.2

Why does an understanding of ASL and the Deaf culture broaden one's ability to access information and to appreciate a variety of distinctive viewpoints?

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of a foreign language, they broaden the sources of information available to them. They have a “new window on the world.”

Standards for Foreign Language Learning in the 21st Century, p. 56

ASL Adaptation

As a consequence of learning ASL and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of ASL, they broaden the sources of information available to them. They have a “new window on the world.”

Indicator

The student will

D-3.2-1 Use ASL to describe viewpoints within the Deaf culture that are expressed in sources intended for native users.

Sample Activity for Standards D-3.2

D-3.2-1 Individual activity: The student views the front-page headlines on a Web site for the Deaf (such as www.NetSignNews.com) for a given day and then rates the headlines in order from the most to the least important.

AMERICAN SIGN LANGUAGE

Comparisons

DEVELOPING STAGE

Essential Question 4.1

How does a knowledge of ASL enhance one's understanding of the nature of language in general?

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language, and to develop hypotheses about the structure and use of languages. . . . Activities can be systematically integrated into instruction that will assist students in understanding how languages work.

Standards for Foreign Language Learning in the 21st Century, p.58

Indicators

The student will

- D-4.1-1 Use ASL to describe the differences between the linguistic elements of ASL and English.
- D-4.1-2 Use the appropriate **register** when communicating in ASL.
- D-4.1-3 Use high-frequency ASL **nonmanual markers** within familiar contexts.

Sample Activities for Standard D-4.1

- D-4.1-1 Pair or group activity: The students find instructions for using a household product that are written both in English and in another modern language and communicated in ASL. They compare the instructions in the two languages.
- D-4.1-2 Individual activity: The student signs the text of the speech bubbles of a comic strip and uses the **register** that is appropriate to the characters in that strip.
- D-4.1-3 Group activity: The students each make a selection from a box containing cards with that have illustrations of ASL **nonmanual markers**. Each student then acts out a real-life situation in which he or she would use the **nonmanual marker**, and the rest of the group tries to guess what the particular ASL **nonmanual marker** actually is.

AMERICAN SIGN LANGUAGE

Comparisons

DEVELOPING STAGE

Essential Question 4.2

How does a knowledge of ASL enhance one's understanding of culture and society in general?

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. They develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others learn to do so. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

Standards for Foreign Language Learning in the 21st Century, p. 60

Indicators

The student will

- D-4.2-1 Use ASL to compare products of the Deaf culture with those of the hearing culture.
- D-4.2-2 Use ASL to compare behavioral patterns and perspectives in the Deaf culture with those in the hearing culture.
- D-4.2-3 Use ASL to compare practices particular to the Deaf culture with those found in the hearing culture.

Sample Activities for Standard D-4.2

- D-4.2-1 Individual activity: The student is provided with the itinerary of a deaf professional who will be traveling on business. The student then uses ASL to simulate making all arrangements for the deaf professional (e.g., hotel and flight reservations, interpreter for a meeting) and then compare the arrangements with those that a hearing person would make.
- D-4.2-2 Group activity: The students create a graphic organizer containing information about circumstances that affect the decision of young deaf Americans, as opposed to young hearing Americans, to move out on their own.
- D-4.2-3 Pair or group activity: The students compare group-conversation etiquette (e.g., interrupting, attention-getting) in the Deaf culture with such practices within the hearing community.

AMERICAN SIGN LANGUAGE

Communities

DEVELOPING STAGE

Essential Question 5.1

Why does an understanding of ASL and the Deaf culture allow one to participate more fully in the global community?

Standard 5.1

Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

Standards for Foreign Language Learning in the 21st Century, p. 64

ASL Adaptation

This standard focuses on ASL as a tool for communication throughout one's life in schools and in American society. In schools, students share their knowledge of ASL and the Deaf culture with classmates and with younger students who may be learning ASL. Applying what they have learned in their program of study in ASL as defined by the other standards, students not only come to realize the advantages inherent in being able to communicate in ASL specifically but also develop a greater understanding of the power of language in general.

Indicators

The student will

- D-5.1-1 Use ASL to converse with deaf persons encountered outside of the classroom setting.
- D-5.1-2 Use ASL to initiate social connections with deaf persons encountered outside of the classroom setting.
- D-5.1-3 Use ASL resources in the local or regional community to create opportunities for social interaction.

Sample Activities for Standard D-5.1

- D-5.1-1 Individual activity: The student attends an event in the Deaf community and then uses ASL to describe his or her experience for the class.
- D-5.1-2 Group activity: The students establish a video relationship—via Webcam or Video Relay Service (VRS), for instance—with a class of students who are deaf.

Sample Activities for Standard D-5.1

D-5.1-3 Pair or group activity: The students use ASL to make plans for a group of deaf visitors to tour the state capitol and visit their legislators.

Expanding

Students who reach the expanding stage have demonstrated competency in all indicators at the beginning and developing stages. Students in this stage will have received more than 500 hours of sequential language study—an amount of instruction comparable to that having been experienced by students who are now studying other modern languages at the expanding level.

ASL learners in the expanding stage create and initiate communication as they interact with others, taking on full responsibility for engaging, maintaining, and furthering conversation. Expanding students act independently in using ASL to meet a wide variety of purposes. They are comfortable using sources intended for native users, and they successfully incorporate culturally appropriate phrases and gestures into their communication.

ASL students at this stage use sentence-, paragraph-, and essay-length discourse appropriately to communicate with a wide variety of audiences. They refine their signing skills and are increasingly more accurate in the language they produce. They communicate effectively in more complex and involved situations, responding to problems and resolving those problems by using ASL with greater facility. They are able to employ multiple strategies to understand and communicate in ASL.

Expanding-stage ASL learners analyze the interrelatedness of cultural products, practices, and perspectives and maintain connections with the Deaf culture as a whole, using ASL to explore multidisciplinary issues and viewpoints. They also develop greater insights into ASL and the Deaf culture as they progress in their ASL facility and are increasingly able to make connections with deaf communities beyond their own classroom.

AMERICAN SIGN LANGUAGE

Communication

EXPANDING STAGE

Essential Question 1.1

What does one need to know and be able to do in order to conduct effective interpersonal communication with those who communicate in ASL?

Standard 1.1

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

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation, but [it] . . . can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages.

Standards for Foreign Language Learning in the 21st Century, p. 36

ASL Adaptation

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation.

Indicators

The student will

- E-1.1-1 Use **circumlocutions** in ASL when he or she cannot express ideas adequately.
- E-1.1-2 Use ASL, the appropriate behaviors, and **nonmanual markers** to initiate and sustain conversation.
- E-1.1-3 Use ASL to give directions for managing an unexpected situation; understand directions given in ASL for managing such a situation.
- E-1.1-4 Use ASL to exchange opinions and beliefs with others.
- E-1.1-5 Use ASL to respond appropriately to unexpected circumstances and situations.
- E-1.1-6 Use ASL to express personal feelings and ideas for the purpose of persuading others.
- E-1.1-7 Use ASL to ask and answer open-ended questions and to sustain conversation.

Sample Activities for Standard E-1.1

- E-1.1-1 Group activity: The students create and then participate in a version of the game charades or Guesstures in ASL.
- E-1.1-2 Pair activity: The students use ASL to conduct a mock scholarship interview at Gallaudet University.

Sample Activities for Standard E-1.1

- E-1.1-3 Pair or group activity: The students use ASL to play the role of airline passengers who react to an unexpected situation in an airport.
- E-1.1-4 Group activity: The students choose a current issue affecting the Deaf community and work in smaller groups to prepare for an ASL debate on that issue.
Follow-up activity: The students use ASL to hold the debate on the issue they have been examining.
- E-1.1-5 Pair activity: The students use a visual communication device to make a simulated phone call to a health care provider to obtain additional information about prescribed medication.
- E-1.1-5 Group activity: The students use ASL to choose an appropriate thank-you gift for their teacher and decide how much money they can pay for it.
- E-1.1-6 Pair activity: The students simulate parent-child conversations in ASL in which the child tries to persuade the parent to change a curfew, let the child use the car, and let the child go to a concert in another city.
- E-1.1-7 Group activity: The students read and use ASL to discuss the various positions held by members of the Deaf community regarding communication issues.
Follow-up activity: The students use ASL to defend their position on a debated issue.

AMERICAN SIGN LANGUAGE

Communication

EXPANDING STAGE

Essential Question 1.2

What does one need to know and be able to do in order to correctly comprehend a message expressed in ASL?

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics.

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches.

Standards for Foreign Language Learning in the 21st Century, p. 36

ASL Adaptation

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in signed form where there is no recourse to the active negotiation of meaning with the signer. Such instances of “one-way” viewing include the cultural interpretation of signed videologs, videos, and live speeches.

Indicators

The student will

- E-1.2-1 Respond appropriately to complicated directions, instructions, and commands given in ASL.
- E-1.2-2 Apply diverse strategies to discern details and derive meaning from **authentic** ASL presentations.
- E-1.2-3 Interpret and analyze **authentic** ASL presentations.
- E-1.2-4 Understand information conveyed in single- and multi-paragraph ASL presentations on a wide variety of topics.

Sample Activities for Standard E-1.2

- E-1.2-1 Individual activity: The student follows a series of prerecorded ASL directions for responding to a simulated emergency situation (e.g., evacuation, fire, hurricane, tornado) and uses ASL to explain what he or she would do to take the appropriate steps.
- E-1.2-2 Individual activity: The student views a short story presented in ASL and signs the answers to detailed questions about the characters and the plot.

Sample Activities for Standard E-1.2

- E-1.2-3 Group activity: The students **receive** excerpts from signed news reports on a particular current event and use ASL to describe their differing viewpoints regarding that event.
- E-1.2-4 Individual activity: The student watches an ASL video presentation of a short story and then predicts the ending before he or she is shown the conclusion.

AMERICAN SIGN LANGUAGE

Communication

EXPANDING STAGE

Essential Question 1.3

What does one need to know and be able to do in order to effectively present information in ASL?

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches.

Standards for Foreign Language Learning in the 21st Century, p. 38

ASL Adaptation

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the Deaf culture where no direct opportunity for the active negotiation of meaning exists. Examples include signed live speeches and television broadcasts.

Indicators

The student will

- E-1.3-1 Use ASL to explain a complex process incorporating detailed instructions.
- E-1.3-2 Use multiple strategies to enhance his or her communication of a message in ASL.
- E-1.3-3 Use ASL to research and defend a position on a particular issue.
- E-1.3-4 Use ASL to express summaries and analyses of **authentic** ASL presentations (e.g., television broadcasts, lectures, works of literature).
- E-1.3-5 Use ASL to express a synthesis of information from a variety of sources.
- E-1.3-6 Communicate information in multi-paragraph ASL presentations on a wide variety of topics.

Sample Activities for Standard E-1.3

- E-1.3-1 Individual activity: The student uses ASL to explain to a small group how to create a personalized electronic or online photo album with a digital camera, including pitfalls to avoid.
- E-1.3-2 Individual or group activity: The students create public service messages in ASL for a variety of deaf audiences.
- E-1.3-3 Individual activity: The student researches the use of drugs in sports and then uses ASL to defend the position he or she takes on the issue.

Sample Activities for Standard E-1.3

- E-1.3-4 Individual activity: The student uses ASL to present an analysis of selected signed texts.
- E-1.3-4 Individual activity: The student views a poem in ASL and then uses ASL to present an analysis of the author's intentions.
- E-1.3-5 Individual or group activity: The students gather information from several sources in the Deaf community and then use ASL to present that community's perspective on residential schools for the Deaf.
- E-1.3-6 Individual activity: The student uses ASL to present what constitutes a healthy lifestyle (e.g., nutrition, exercise).

AMERICAN SIGN LANGUAGE

Cultures

EXPANDING STAGE

Essential Question 2.1

Why does an understanding of the relationship between the practices and the perspectives of the Deaf culture allow one to communicate with those who communicate in ASL?

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard focuses on the practices that are derived from the traditional ideas, attitudes, and values (*perspectives*) of a culture. “Cultural practices” refers to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social “pecking order,” and the use of space. In short, they represent the knowledge of “what to do when and where.” It is important to understand the relationship between these practices and the underlying perspectives that represent the culture’s view of the world.

Standards for Foreign Language Learning in the 21st Century, p. 50

Indicators

The student will

- E-2.1-1 Integrate a wide range of ASL hand signs and appropriate behaviors into personal interactions in the Deaf culture.
- E-2.1-2 Use ASL to express an analysis of behaviors and traits that are characteristic of everyday life in the Deaf culture.
- E-2.1-3 Use ASL to express an analysis of the cultural practices that are particular to the Deaf culture.
- E-2.1-4 Use ASL to express an analysis of the various perspectives on social issues currently affecting the Deaf culture.

Sample Activities for Standard E-2.1

- E-2.1-1 Group activity: The students use ASL to give a presentation on how to make a good first impression in specific situations in the Deaf culture.
- E-2.1-2 Individual or group activity: The students use ASL to define the concept of time as it relates to life activities (e.g., work, leisure pursuits, social get-togethers) in the Deaf culture and then to explain how that concept may have changed over recent decades.
- E-2.1-3 Individual or group activity: The students use ASL to compare the ways in which deaf celebrities are honored and remembered by the Deaf culture.
- E-2.1-4 Group activity: The students use ASL to simulate a discussion on the pros and cons of mainstreaming deaf students into regular classes in the local school district.

AMERICAN SIGN LANGUAGE

Cultures

EXPANDING STAGE

Essential Question 2.2

Why does an understanding of the relationship between the products and the perspectives of the Deaf culture allow one to communicate in ASL?

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

This standard focuses on the *products* of the culture studied and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

Standards for Foreign Language Learning in the 21st Century, p. 51

ASL Adaptation

This standard focuses on the *products* of the Deaf culture and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a communication device, a piece of literature, a videotape) or intangible (e.g., a fable, a system of education). Whatever the form of the product, its presence within the Deaf culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

Indicators

The student will

- E-2.2-1 Use ASL to express an analysis of the products and symbols of the Deaf culture to determine their significance both within and beyond that culture.
- E-2.2-2 Use ASL to express an analysis of relationships between the products and the perspectives of the Deaf culture.
- E-2.2-3 Use ASL to explain the effects of the Deaf culture's contributions to American society as a whole.
- E-2.2-4 Use ASL to explain the impact on current issues and world events that the social, economic, and political perspectives of the Deaf culture have had on American society as a whole.

Sample Activities for Standard E-2.2

- E-2.2-1 Individual activity: The student researches a product or symbol related to the Deaf community (e.g., a 1988 “Deaf President Now” button) and then presents his or her findings in ASL.
- E-2.2-2 Pair or group activity: The students watch a video presentation about Gallaudet University and then use ASL to explain how the University reflects the perspectives of Deaf culture.
- E-2.2-3 Group activity: The students use ASL to explain and support their nomination of a deaf person for the “most influential person of the past millennium” award.
Follow-up group activity: The class evaluates the recommendations and chooses the “most influential person” winner; the class then uses ASL to hold a simulated award ceremony.
- E-2.2-4 Group activity: The students use ASL to discuss and analyze the lack of accessibility of communication devices to deaf individuals and then propose ways increase access to these devices.

AMERICAN SIGN LANGUAGE

Connections

EXPANDING STAGE

Essential Question 3.1

Why does an understanding of ASL and the Deaf culture increase one's ability to function in a variety of disciplines?

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture.

Standards for Foreign Language Learning in the 21st Century, p. 54

ASL Adaptation

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can a knowledge of ASL build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of ASL and the Deaf culture.

Indicator

The student will

E-3.1-1 Locate resources and use ASL to express a synthesis of information that will further his or her knowledge in other subject areas.

Sample Activity for Standard E-3.1

E-3.1-1 Group activity: The students use the Internet to research information on a topic of their choice (e.g., the American Disabilities Act, modern language credit for an ASL course) and present their findings to the class in ASL.

AMERICAN SIGN LANGUAGE

Connections

EXPANDING STAGE

Essential Question 3.2

Why does an understanding of ASL and the Deaf culture broaden one's ability to access information and to appreciate a variety of distinctive viewpoints?

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of a foreign language, they broaden the sources of information available to them. They have a “new window on the world.”

Standards for Foreign Language Learning in the 21st Century, p. 56

ASL Adaptation

As a consequence of learning ASL and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of ASL, they broaden the sources of information available to them. They have a “new window on the world.”

Indicator

The student will

E-3.2-1 Use ASL to express summaries of viewpoints within the Deaf culture that are expressed in sources intended for native users.

Sample Activity for Standard E-3.2

E-3.2-1 Group activity: The students view the coverage of a particular news event on video logs (vlogs) and Web sites for the Deaf (such as www.NetSignNews.com) and then use ASL to discuss the degree of prominence given to the event by each of the various media sources.

AMERICAN SIGN LANGUAGE

Comparisons

EXPANDING STAGE

Essential Question 4.1

How does a knowledge of ASL enhance one's understanding of the nature of language in general?

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language, and to develop hypotheses about the structure and use of languages. . . . Activities can be systematically integrated into instruction that will assist students in understanding how languages work.

Standards for Foreign Language Learning in the 21st Century, p.58

Indicators

The student will

- E-4.1-1 Use ASL to explain the differences between the linguistic elements of ASL and English.
- E-4.1-2 Integrate the appropriate **register** consistently when communicating in ASL.
- E-4.1-3 Use ASL **nonmanual markers** within a variety of contexts.

Sample Activities for Standard E-4.1

- E-4.1-1 Individual activity: The student views an ASL video of two adults discussing a communication device for the deaf. After reading an English script of the video, the student uses ASL to present a comparison of the linguistic components of the English script and those of ASL.
- E-4.1-2 Pair activity: The student uses ASL to express in three different hypothetical settings his or her interest in summer employment opportunities involving the deaf: a formal presentation, a discussion with a peer, and an interview with a potential employer.
- E-4.1-3 Group activity: The students watch a video clip in ASL and analyze the **nonmanual markers** used in the segment.

AMERICAN SIGN LANGUAGE

Comparisons

EXPANDING STAGE

Essential Question 4.2

How does a knowledge of ASL enhance one's understanding of culture and society in general?

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. They develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others learn to do so. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

Standards for Foreign Language Learning in the 21st Century, p. 60

Indicators

The student will

- E-4.2-1 Use ASL express an analysis of the products of the Deaf culture.
- E-4.2-2 Use ASL to interact effectively in a variety of social contexts within the Deaf culture as well as within hearing culture.
- E-4.2-3 Use ASL to express an analysis of practices that are particular to the Deaf culture and compare them with those found in the hearing culture.

Sample Activities for Standard E-4.2

- E-4.2-1 Pair or group activity: The students use ASL to present an analysis of the communication technology used in the Deaf community compared to that used in the hearing community.
- E-4.2-2 Group activity: The students use ASL to debate the pros and cons of a variety of communication methods used by individuals in the Deaf community (e.g., signed English, SimCom [simultaneous communication], cued speech, ASL).
- E-4.2-3 Pair or group activity: The students use ASL to compare places of worship in the Deaf community with those in the hearing community.

AMERICAN SIGN LANGUAGE

Communities

EXPANDING STAGE

Essential Question 5.1

Why does an understanding of ASL and the Deaf culture allow one to participate more fully in the global community?

Standard 5.1

Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

Standards for Foreign Language Learning in the 21st Century, p. 64

ASL Adaptation

This standard focuses on ASL as a tool for communication throughout one's life in schools and in American society. In schools, students share their knowledge of ASL and the Deaf culture with classmates and with younger students who may be learning ASL. Applying what they have learned in their program of study in ASL as defined by the other standards, students not only come to realize the advantages inherent in being able to communicate in ASL specifically but also develop a greater understanding of the power of language in general.

Indicators

The student will

- E-5.1-1 Use a knowledge of ASL and the Deaf culture to interact appropriately with deaf persons encountered outside of the classroom setting.
- E-5.1-2 Use ASL to establish and maintain social connections with ASL users encountered outside of the classroom setting.
- E-5.1-3 Perform community service using a knowledge of ASL and the Deaf culture.

Sample Activities for Standard E-5.1

- E-5.1-1 Group activity: The students perform a service-learning activity that benefits the Deaf community.
- E-5.1-2 Group activity: The students use ASL to hold a conversation with deaf classmates on topics of interest to high school students in general.

Sample Activities for Standard E-5.1

E-5.1-3 Pair or group activity: The students use ASL to create a video DVD about community resources for the deaf and distribute the DVDs to the social-service organizations in the community.

APPENDIX A

ASL Standards Glossary

Glossary	
authentic	Original, unchanged ASL presentations that are intended for native ASL users and thus are not specifically designed for ASL learners.
circumlocution	The use of multiple words to convey meaning by talking around a word or idea for which the speaker lacks precise vocabulary and/or command of the necessary language structures.
nonmanual markers	Various facial expressions, head tilting, shoulder raising, mouthing, and similar signals added to one's hand signs to create meaning.
receive	The ability to process a message signed in ASL.
register	The way ASL varies when communicating with people in different settings. The choice of register depends on physical or social distance to an individual or group due to acquaintance, authority, and goal. The five ASL registers are frozen, formal, consultative, informal, and intimate.
sequential, articulated program	A sequence of language instruction that operates as a systematic whole, providing a smooth, planned transition from one grade or learning level to the next.

APPENDIX B

Revised Bloom's Taxonomy

In 1956, Benjamin Bloom and his colleagues published the *Taxonomy of Educational Objectives: The Classification of Educational Goals*, a groundbreaking book that classified educational goals according to the cognitive processes that learners must use in order to attain those goals. The work, which was enthusiastically received, was utilized by teachers to analyze learning in the classroom for nearly fifty years.

However, research during that time span generated new ideas and information about how learners learn and how teachers teach. Education practice is very different today. Even the measurement of achievement has changed; teachers now live in a standards-based world defined by state accountability systems.

In order to reflect the new data and insights about teaching and learning that the past forty-five years of research have yielded—and to refocus educators' attention on the value of the original Bloom's taxonomy—Lorin Anderson and David Krathwohl led a team of colleagues in revising and enhancing that system to make it more usable for aligning standards, instruction, and assessment in today's schools. The results of their work were published in 2001 as *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Allyn and Bacon)—a book that is important to educators because it provides the common understanding of expectations that is critical for improving student achievement in all subjects.

Language learning goes well beyond the memorization of grammar rules and vocabulary that many people mistake for language proficiency. The revised taxonomy is two-dimensional, identifying both the kind of knowledge to be learned (knowledge dimension) and the kind of learning expected from students (cognitive processes) to help teachers and administrators improve alignment and rigor in the classroom. This taxonomy will assist educators to improve instruction, to ensure that their lessons and assessments are aligned with one another and with the state standards, and to prepare lessons that are cognitively rich.

Most of the main verbs in the indicators of the academic standards for American Sign Language reflect the names of the categories or subcategories of the cognitive processes described in the revised Bloom's taxonomy. The verbs are intentionally selected to be appropriate when the educator is teaching the particular content of the indicator. For example, one might *compare* two cultures or *summarize* the achievements of the Deaf culture. Both of these processes are included in the cognitive dimension *understand*, which has five other processes: *interpreting*, *exemplifying*, *classifying*, *inferring*, and *explaining*. All seven subcategories are important aspects of *understanding* and should be part of the learning process for that indicator when they are appropriate for the content. In addition, cognitive processes lower on the taxonomy may need to be addressed in order for the student to reach the next level. For example, students need to recognize and recall some details about two cultures in order to be able to *compare* them.

Tables 1 and 2 on the following pages are reproduced from Anderson and Krathwohl's *Taxonomy for Learning, Teaching, and Assessing*, pages 46 and 67, respectively. Table 3, "A Taxonomy for Teaching, Learning, and Assessing," describes both dimensions of the taxonomy: the categories and subcategories of knowledge described in table 1 and the cognitive processes described in table 2. This matrix is provided as a template for teachers to use in analyzing their instruction as they seek to align standards, units/lessons/activities, and assessments. Examples and more information about specific uses of the matrix can be found in the *Taxonomy for Learning*.

Table 1: The Knowledge Dimension

MAJOR TYPES AND SUBTYPES		EXAMPLES
A. FACTUAL KNOWLEDGE—The basic elements students must know to be acquainted with a discipline or solve problems in it		
AA.	Knowledge of terminology	Technical vocabulary, musical symbols
AB.	Knowledge of specific details and elements	Major natural resources, reliable sources of information
B. CONCEPTUAL KNOWLEDGE—The interrelationships among the basic elements within a larger structure that enable them to function together		
BA.	Knowledge of classifications and categories	Periods of geological time, forms of business ownership
BB.	Knowledge of principles and generalizations	Pythagorean theorem, law of supply and demand
BC.	Knowledge of theories, models, and structures	Theory of evolution, structure of Congress
C. PROCEDURAL KNOWLEDGE—How to do something, methods and inquiry, and criteria for using skills, algorithms, techniques, and methods		
CA.	Knowledge of subject-specific skills and algorithms	Skills used in painting with watercolors, whole-number division algorithm
CB.	Knowledge of subject-specific techniques and methods	Interviewing techniques, scientific method
CC.	Knowledge of criteria for determining when to use appropriate procedures	Criteria used to determine when to apply a procedure involving Newton’s second law, criteria used to judge the feasibility of using a particular method to estimate business costs
D. METACOGNITIVE KNOWLEDGE—Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition		
DA.	Strategic knowledge	Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a textbook, knowledge of the use of heuristics
DB.	Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge	Knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks
DC.	Self-knowledge	Knowledge that critiquing essays is a personal strength, whereas writing essays is a personal weakness; awareness of one’s own knowledge level

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Table 2: The Cognitive Process Dimension

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
1. REMEMBER—Retrieve relevant knowledge from long-term memory		
1.1 RECOGNIZING	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in United States history)
1.2 RECALLING	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in United States history)
2. UNDERSTAND—Construct meaning from instructional messages, including oral, written, and graphic communication		
2.1 INTERPRETING	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)
2.2 EXEMPLIFYING	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)
2.3 CLASSIFYING	Categorizing, subsuming	Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders)
2.4 SUMMARIZING	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g., Write a short summary of events portrayed on a videotape)
2.5 INFERRING	Concluding, extrapolating, interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 COMPARING	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
2.7 EXPLAINING	Constructing models	Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18th Century events in France)
3. APPLY—Carry out or use a procedure in a given situation		
3.1 EXECUTING	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 IMPLEMENTING	Using	Applying a procedure to an unfamiliar task (e.g., Use Newton’s Second Law in situations in which it is appropriate)

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Table 2: The Cognitive Process Dimension

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
4. ANALYZE—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 DIFFERENTIATING	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 ORGANIZING	Finding coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 ATTRIBUTING	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
5. EVALUATE—Make judgments based on criteria and standards		
5.1 CHECKING	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist’s conclusions follow from observed data)
5.2 CRITIQUING	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)
6. CREATE—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure		
6.1 GENERATING	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)
6.2 PLANNING	Designing	Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)
6.3 PRODUCING	Constructing	Inventing a product (e.g., Build habitats for a specific purpose)

Table 3: A Taxonomy for Teaching, Learning, and Assessing

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. Remember— Retrieve relevant knowledge from long-term memory 1.1 Recognizing 1.2 Recalling	2. Understand— Construct meaning from instructional messages, including oral, written, and graphic communication 2.1 Interpreting 2.2 Exemplifying 2.3 Classifying 2.4 Summarizing 2.5 Inferring 2.6 Comparing 2.7 Explaining	3. Apply—Carry out or use a procedure in a given situation 3.1 Executing 3.2 Implementing	4. Analyze—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose 4.1 Differentiating 4.2 Organizing 4.3 Attributing	5. Evaluate—Make judgments based on criteria and standards 5.1 Checking 5.2 Critiquing	6. Create—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure 6.1 Generating 6.2 Planning 6.3 Producing
A. Factual Knowledge —The basic elements that students must know to be acquainted with a discipline or solve problems in it AA. Knowledge of terminology AB. Knowledge of specific details and elements						
B. Conceptual Knowledge —The interrelationships among the basic elements within a larger structure that enable them to function together BA. Knowledge of classifications and categories BB. Knowledge of principles and generalizations BC. Knowledge of theories, models, and structures						
C. Procedural Knowledge —How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods CA. Knowledge of subject-specific skills and algorithms CB. Knowledge of subject-specific techniques and methods CC. Knowledge of criteria for determining when to use appropriate procedures						
D. Metacognitive Knowledge —Knowledge of cognition in general as well as awareness of one’s own cognition DA. Strategic knowledge DB. Knowledge about cognitive tasks (including appropriate contextual and conditional knowledge DC. Self-knowledge						

APPENDIX C

Guidelines for ASL High School Levels 1 and 2

These guidelines are designed to assist teachers and school administrators in developing introductory ASL courses at the high school level. Various scheduling options such as block schedules 4 x 4 and AB may require some flexibility in the number of indicators that may be included in each level.

The indicators included in level 1 will be reviewed in level 2 and will include beginning-stage indicators that were not part of level 1. In addition, level 2 will include some of the developing stage indicators.

Course Outline for American Sign Language High School Level 1

Communication

Standard 1.1

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

- B-1.1-1 Use ASL to indicate that he or she does not understand or cannot express an idea adequately.
- B-1.1-2 Express basic courtesies in ASL and use appropriate behaviors and nonmanual markers.
- B-1.1-3 Use ASL to give simple directions; understand simple directions given in ASL.
- B-1.1-4 Use ASL to exchange personal information (e.g., names, home addresses, videophone numbers, e-mail addresses) with others.
- B-1.1-5 Use ASL to express personal needs in familiar situations.
- B-1.1-6 Use ASL to express personal likes, dislikes, agreement, and disagreement regarding familiar topics.
- B-1.1-7 Use ASL to ask and answer simple questions.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics.

- B-1.2-1 Respond appropriately to simple directions and commands given in ASL.
- B-1.2-2 Identify nonmanual markers in authentic ASL presentations.
- B-1.2-3 Identify the main idea in authentic ASL presentations.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- B-1.3-1 Use ASL to give simple directions and commands.
- B-1.3-2 Use visuals as supports in communicating a message in ASL.
- B-1.3-3 Use ASL to express personal likes or dislikes regarding familiar topics.

Cultures

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

- B-2.1-1 Imitate simple ASL hand signs and behaviors that are appropriate to interactions in the Deaf culture.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

- B-2.2-1 Use ASL to identify tangible products and symbols of the Deaf culture (e.g., communication devices, ASL handshape items, landmarks).
- B-2.2-3 Use ASL to identify the contributions that the Deaf culture has made to American society as a whole.

Connections

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the foreign language.

- B-3.1-1 Locate resources and use ASL to identify information that will further his or her knowledge in other subject areas.

Comparisons

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- B-4.1-1 Recognize the differences between the linguistic elements of ASL and English.
- B-4.1-2 Use ASL to identify differences and similarities in register between ASL and English.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- B-4.2-1 Use ASL to identify the products of the Deaf culture and those of the hearing culture.
- B-4.2-2 Use ASL to identify behavioral patterns and perspectives in the Deaf culture that are similar to and different from those of the hearing culture.
- B-4.2-3 Use ASL to identify practices within the Deaf culture that are similar to and different from those of the hearing culture.

Communities

Standard 5.1

Students use the language both within and beyond the school setting.

- B-5.1-1 Use ASL to respond to deaf persons encountered outside of the classroom setting.
- B-5.1-3 Identify examples of the Deaf culture (e.g., festivals, dramatic productions) in the local or regional community.

Course Outline for American Sign Language High School Level 2

Communication

Standard 1.1

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

- D-1.1-2 Identify and respond appropriately in ASL to nonmanual markers.
- D-1.1-3 Use ASL to give directions and ask questions for clarification; understand directions given in ASL.
- D-1.1-4 Use ASL to exchange information on topics of personal interest with others.
- D-1.1-6 Use ASL to express personal preferences and opinions with supporting details.
- D-1.1-7 Use ASL to ask and answer complex questions and to provide and request clarification when needed.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics.

- D-1.2-2 Use nonmanual markers to derive meaning from authentic ASL presentations.
- D-1.2-3 Identify the main idea and discern supporting details in authentic ASL presentations.
- D-1.2-4 Understand information conveyed in single-paragraph ASL presentations on a wide variety of topics.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- D-1.3-2 Use repetition, rephrasing, and gestures to support his or her communication of a message in ASL.
- D-1.3-3 Use ASL to express personal opinions on selected topics.
- B-1.3-4 Use ASL to imitate authentic ASL presentations (e.g., ABC stories, poems, folktales).
- B-1.3-5 Use ASL to express comparisons among information from simple sources

- B-1.3-6 Communicate information in sentence-level length ASL presentations on familiar topics.

Cultures

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

- B-2.1-2 Use ASL to identify behaviors and traits that are characteristic of everyday life in the Deaf culture.
- B-2.1-3 Use ASL to identify the cultural practices that are particular to the Deaf culture.
- B-2.1-4 Use ASL to identify social issues currently affecting the Deaf culture.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

- B-2.2-2 Use ASL to identify and participate in artistic expressions of the Deaf culture (e.g., drawings and paintings, works of literature, dance).
- B-2.2-4 Use ASL to identify social, economic, and political perspectives within the Deaf culture.

Connections

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the foreign language.

- D-3.1-1 Locate resources and use ASL to express summaries of information that will further his or her knowledge in other subject areas.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- B-3.2-1 Use ASL to identify viewpoints within the Deaf culture that are expressed in sources intended for native users.

Comparisons

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- D-4.1-1 Use ASL to describe the differences between the linguistic elements of ASL and English.
- D-4.1-3 Use high-frequency ASL nonmanual markers within familiar contexts.
- B-4.1-3 Recognize high-frequency ASL nonmanual markers within limited contexts.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- D-4.2-1 Use ASL to compare products of the Deaf culture with those of the hearing culture.
- D-4.2-2 Use ASL to compare behavioral patterns and perspectives in the Deaf culture with those in the hearing culture.

Communities

Standard 5.1

Students use the language both within and beyond the school setting.

- D-5.1-1 Use ASL to converse with deaf persons encountered outside of the classroom setting.
- D-5.1-2 Use ASL to initiate social connections with deaf persons encountered outside of the classroom setting.
- B-5.1-2 Share examples of ASL and the Deaf culture with deaf persons encountered outside of the classroom setting.