

American Sign Language II

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| Instructional Focus: <ul style="list-style-type: none"> • Students will increase their proficiencies in the skills in which they learned in ASL I. • To continue to focus on fingerspelling, numbers, non-manual signals, vocabulary, and sentence structures. • Develop expressive and receptive language necessary to hold a basic conversation. • Develop a deeper appreciation and understanding of the Deaf community, culture, literature, and history, and be able to make connections to the world they live. | Course Number: 6521 Grade Level: 10-12 Length: Two Semesters Prerequisite: ASL I High School Level |
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| Standards for Learning American Sign Language: <ol style="list-style-type: none"> 1. Communication–Communicate in American Sign Language 2. Cultures–Gain Knowledge and Understanding of Deaf Culture 3. Connections–Use American Sign Language to Connect with Other Disciplines & Acquire Information 4. Comparisons–Develop Insight into the Nature of Language and Culture 5. Communities–Use American Sign Language to Participate in Communities at Home and Around the World |
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Communication

| Standards | Objective | Examples |
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| WL1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feeling and emotions, and exchange opinions. WL1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics. WL1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics. | Students will: WL1.1 <ul style="list-style-type: none"> • Use ASL to discuss matters of personal importance, such as memorable experiences, important life events and ambitions for the future. • Tell a peer an opinion about family, school and recreation WL1.2 <ul style="list-style-type: none"> • Comprehend and interpret ASL gestures, facial expressions, non-manual signals and other visual cues. WL1.3 <ul style="list-style-type: none"> • Present skits, recite selected poems, tell anecdotes and perform stories in ASL for school events. • Analyze and explain the meaning of selected classifiers. | WL1.1 <ul style="list-style-type: none"> • Share information to construct a personal timeline. • Conduct peer interviews on a popular activity. WL1.2 <ul style="list-style-type: none"> • Identify topicalization: matching signs with various facial expressions. WL1.3 <ul style="list-style-type: none"> • Share ABC, Number and handshape stories. • Compare entity classifiers (vehicles, animals, person). |

Cultures

| Standards | Objective | Examples |
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| WL2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture. WL2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. | Students will: WL2.1 <ul style="list-style-type: none"> • Demonstrate how to use appropriate attention-getting techniques. • Demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives. WL2.2 <ul style="list-style-type: none"> • Recognize themes, ideas, or perspectives of Deaf Culture and recognize how they are reflected by the culture. • Watch ASL films or vlogs that are popular with young Deaf people. | WL2.1 <ul style="list-style-type: none"> • Use shoulder tapping and hand waving to get attention. • Role-play writing notes on a pad of paper. • Use gesture and mime to communicate basic needs. WL2.2 <ul style="list-style-type: none"> • Develop an awareness of culturally Deaf people’s pride in being Deaf. • Watch films, humorous anecdotes and stories by Deaf performers. |

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| | Analyze themes of oppression and empowerment in products of Deaf culture. | Research stories, poetry, art and literature and how they reflect the experiences and perspectives of Deaf people. |
| Connections | | |
| Standards | Objective | Examples |
| <p>WL3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language. WL3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf.</p> | <p>Students will:</p> <p>WL3.1</p> <ul style="list-style-type: none"> Expand their knowledge in other subject areas on topics of personal interests. Integrate numbers when making observations about people and things. <p>WL3.2</p> <ul style="list-style-type: none"> Investigate pioneers whose work led to the validation of ASL and establishing schools for the deaf. Discuss the impact PL 94-142 had on state schools for the deaf. Gain understanding of the major events in Deaf history that have had a profound influence on Deaf Culture. | <p>WL3.1</p> <ul style="list-style-type: none"> Identify the parts of a vehicle. Learn about personal hygiene. Discuss technology. Counting objects, size of families, rule of 9. <p>WL3.2</p> <ul style="list-style-type: none"> Research and discuss the impact Dr. Mason Cogswell, Alice Cogswell, Thomas Hopkins Gallaudet, Daniel French, Abraham Lincoln, Abbe'del'Epee and Laurent Clerc had on deaf education. Investigate the oral versus manual debate. Investigate the Deaf President Now movement. View materials on attempts to eradicate the use of ASL. Research the influence of eugenics on Alexander Graham Bell's effort to prevent a "Deaf variety of the human race." |
| Comparisons | | |
| Standards | Objective | Examples |
| <p>WL4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. WL4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.</p> | <p>Students will:</p> <p>WL4.1</p> <ul style="list-style-type: none"> Cite and discuss gestures used by hearing people that are also used in ASL. Discuss differences and similarities between the inflections of their own language and the role of non-manual signals in ASL. <p>WL4.2</p> <ul style="list-style-type: none"> Identify the similarities and differences between traditional schools for the Deaf and their own. Compare their family life with other Deaf families. Investigate the unwritten rules present in society that perceptions of Deaf people and Deaf culture. | <p>WL4.1</p> <ul style="list-style-type: none"> Waving hands to get attention, signaling someone to come near. Demonstrate tone of voice and equivalent facial expressions. Observe topicalization when asking questions. Practice understanding morphemes of a word and sign. <p>WL4.2</p> <ul style="list-style-type: none"> Identify differences in attending a residential school to attending a neighborhood school. Hypothesizing about communication patterns in Deaf families with Deaf children and hearing families with Deaf children. Compare the pathological/medical view of being Deaf with the cultural model. |

Communities

| Standards | Objective | Examples |
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| <p>WL5.1 Students use American Sign Language within and beyond the school setting.</p> <p>WL5.2 Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.</p> | <p>Students will:</p> <p>WL5.1</p> <ul style="list-style-type: none">• Use ASL to communicate with peers and other members of the Deaf community about daily life, various experiences and special events. <p>WL5.2</p> <ul style="list-style-type: none">• Study the significance of Martha's Vineyard in Deaf History.• View materials and/or use media in ASL for enjoyment or personal growth. | <p>WL5.1</p> <ul style="list-style-type: none">• Give a presentation on a recent vacation.• Explain a traditional family celebration. <p>WL5.2</p> <ul style="list-style-type: none">• Research Martha's Vineyard and the location and environment during the 1700s.• View YouTube ASL stories, and various online sites to further develop their skills with numbers, handshapes and classifiers. |

***Standards are based from Standards for Learning American Sign Language (ASLTA)**