

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

AMERICAN SIGN LANGUAGE 4H

Course Number	5789
Department	Foreign Language
Length of Course	One (1) year/Two (2) semesters
Grade Level	11-12
Credit	5 units per semester/10 total units/Foreign Language or elective credit
Pre-requisites	Successful completion of American Sign Language 3H or teacher recommendation
Repeatable	Not repeatable for credit
Board Approved	August 17, 2006

Description of Course - This course will emphasize the use of active communication through the ability to comprehend formal and informal language and the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of videotaped signers. Students will be able to express written conversations and express ideas with accuracy and fluency.

Rationale for Course - A key element to our success in the current world is the ability to speak other people's languages and to function with people from other cultures. The study of the Deaf culture is rich and abundant. American Sign Language (ASL) is the third most widely used language in the United States behind English and Spanish. ASL is a fully developed language with its own syntactical and grammatical structure and is not a derivative of English.

Stages of Learning of Language:

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

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

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

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

- 1.1 Objective: To initiate and participate in conversations on current or past events that are of significance in the Deaf culture.
- 1.2 Objective: To describe state of being and feelings, elaborating on the causes.
- 1.3 Objective: To follow and restate directions, instructions, and commands in unfamiliar or novel situations.
 - 1.3.1 Performance Indicator: Restate directions for purposes of clarity, e.g., to the post office, restaurant, grocery store, etc.
- 1.4 Objective: To justify personal preferences.
 - 1.4.1 Performance Indicator: Justify and explain personal preferences in response to a choice of activities.
 - 1.4.2 Performance Indicator: State and defend opinions on controversial issues, e.g., legal age, parental curfew, health/diet plans for fitness, etc.

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

- 2.1 Objective: To comprehend main ideas and some supporting details of signed materials.
 - 2.1.1 Performance Indicator: Identify a short-signed story and summarize its meaning based on signs, facial grammar and non-manual indicators.
- 2.2 Objective: To interpret and analyze the main idea and supporting details of authentic signed materials on particular topics.
 - 2.2.1 Performance Indicator: Demonstrate understanding of a short text about the educational options in the Deaf culture by comparing/contrasting with their own experience.
 - 2.2.2 Performance Indicator: Demonstrate understanding of short texts presented by Deaf signers about the Deaf culture and heritage.
 - 2.2.3 Performance Indicator: Demonstrate comprehension of selected authentic prose, poetry, and plays.

Standard 3 – Students present information, concepts, and ideas to an audience of viewers on a variety of topics. (Expressive)

- 3.1 Objective: To sign compositions on given topics, including comparison, interpretation and/or persuasion.
 - 3.1.1 Performance Indicator: Sign an editorial for the school news broadcast.
- 3.2 Objective: To sign reports and speeches on a variety of topics.
 - 3.2.1 Performance Indicator: Give signed reports describing and comparing weather conditions at home and at Gallaudet College, using a weather map or other resources.
- 3.3 Objective: To use the language creatively to create “finger spelled” signs.
- 3.4 Objective: To give commands, directions, and instructions involving complex situations.

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

- 4.1 Objective: To adjust signs appropriately to the situation and audience.
 - 4.1.1 Performance Indicator: Integrate culturally appropriate gestures, facial grammar, mouth morphemes, and non-manual behavior in unfamiliar situations.
- 4.2 Objective: To dispel unfounded generalizations and stereotypes.
 - 4.2.1 Performance Indicator: Research a common misconception about the Deaf and present the truth to the class.
- 4.3 Objective: To analyze social factors that affect cultural practices.
- 4.4 Objective: To analyze cultural practices among regional dialects.
 - 4.4.1 Performance Indicator: Research and share with the class variations of a sign or the numerous signs for the same word based on geographic location.

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

- 5.1 Objective: To demonstrate an awareness of the relationship among various Deaf artists and their work.
- 5.2 Objective: To demonstrate knowledge of the major literary signers within the Deaf community.
 - 5.2.1 Performance Indicator: Identify literary performers by their work and explain their influence within the Deaf community.
- 5.3 Objective: To discuss the global influence of historical events, political structures, and artistic expressions from the Deaf culture.
 - 5.3.1 Performance Indicator: Describe the “Deaf Now” movement.
 - 5.3.2 Performance Indicator: Describe the influence of technology on hearing aids, cochlear implants, TTYs, and the relay system.

Standard 6 – Students reinforce and further their knowledge of other disciplines through American Sign Language.

- 6.1 Objective: To interpret information, integrate and apply skills from other disciplines to the ASL class.
 - 6.1.1 Performance Indicator: Compare the written version of fairy tales to the signed version and share findings from both.
 - 6.1.2 Performance Indicator: Prepare and present a debate on selected controversial issues in the Deaf culture’s contemporary society, based on research of various viewpoints.

Standard 7 – Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and its culture.

- 7.1 Objective: To analyze and synthesize information from authentic sources.
 - 7.1.1 Performance Indicator: Create a plan for a model school based on the educational system for Deaf children, including course offerings, sample schedules, faculty, and a public relations brochure.
 - 7.1.2 Performance Indicator: Read and report on selected magazines, newspapers, and electronic media for information about ASL and the Deaf culture.

Standard 8 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language.

8.1 Objective: To apply the use of Deaf idioms in a variety of social contexts.

8.1.1 Performance Indicator: Role play various situations and include mouth morphemes and facial grammar to demonstrate understanding of Deaf idioms.

8.2 Objective: To use knowledge of the structural patterns of students' own language and American Sign Language for effective communication.

8.2.1 Performance Indicator: Translate a passage avoiding word-for-word exchange.

Standard 9 – Students demonstrate understanding of the concept of culture through comparisons of the Deaf culture and their own.

9.1 Objective: To apply appropriate manual and non-manual behavior in a variety of social contexts within the Deaf culture.

9.1.1 Performance Indicator: Demonstrate appropriate behaviors at a social event involving one Deaf person and a social event involving the Deaf community.

9.2 Objective: To analyze and infer cross-cultural similarities and differences as observed in practices, products, and perspectives of the Deaf culture and students' own culture.

9.2.1 Performance Indicator: Compare and contrast socialization practices, dating, and wedding customs and practices within the Deaf community.

Standard 10 – Students use American Sign Language within and beyond the school setting.

10.1 Objective: To communicate with members of the Deaf community on topics of personal interest, community, or world concern.

10.2 Objective: To organize an event representing the Deaf culture for the school or the community.

10.2.1 Performance Indicator: Interpret high school plays.

- 10.2.2 Performance Indicator: Perform or interpret songs, meetings, etc. at the high school for the Deaf community and/or parents.

Standard 11 – Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

- 11.1 Objective: To maintain ongoing personal contact with a native speaker.

- 11.1.1 Performance Indicator: Communicate with Deaf parents who come on campus.

- 11.1.2 Performance Indicator: Sign for fun with other students, both hearing and deaf, on campus.

- 11.2 Objective: To initiate and pursue interests in various aspects of the Deaf culture.

- 11.2.1 Performance Indicator: Independently participate in activities related to the Deaf language and culture.