



*Department of Teaching & Learning*  
*Parent/Student Course Information*

**AMERICAN SIGN LANGUAGE I**  
**(FL 5990)**

**One credit, One year**

**GRADES 9-12**

**Ocean Lakes High School only**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Students begin the sequential development of the communicative skills for American Sign Language (ASL). They use the language in relevant and purposeful contexts to exchange information, interpret the language on a variety of topics, and make presentations to diverse audiences. In addition, culture is an integral part of meaningful language use.

**PREREQUISITE**

None

**OPTIONS FOR NEXT COURSE**

American Sign Language II

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

In March 1998, the Virginia Board of Education approved the provision of three years of instruction in ASL for world language credit toward meeting graduation requirements. For other languages, students pursuing an advanced diploma must successfully complete three years of one language or two years of one language and two years of another.

Students may begin the study of a new language, i.e., French I, Latin I or Spanish I (Grades 6-12), German I or Japanese I (Grades 7-12) or Russian I (Grades 9-12).

**REQUIRED STUDENT TEXTBOOK**

*Signing Naturally*, Units 1-6 (Dawn Sign Press, 2008)

**SUPPLEMENTARY MATERIALS**

The teacher may choose to supplement the basal text with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from primary sources, print media, and audio/visual media.

# AMERICAN SIGN LANGUAGE I

## GOAL 1 – COMMUNICATION

Communicate in American Sign Language \*

### Standards

#### Interpersonal Mode (IP)

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

#### Interpretive Mode (IR)

1.2 Students understand and interpret American Sign Language on a variety of topics.

#### Presentational Mode (P)

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

#### ASLI.1.IP: Communication: Interpersonal

- Follow and give simple directions and instructions.
- Inquire and respond concerning likes and dislikes.
- Express and react to opinions.
- Ask and answer questions about family, school events, and celebrations.
- Exchange essential information such as making introductions, leave-taking, getting attention, and negotiating the signing environment using appropriate non-manual behaviors.
- Exchange in American Sign Language level-appropriate information using suitable technology.

#### ASLI.1.IR: Communication: Interpretive

- Interpret gestures, non-manuals and other visual cues.
- Identify people and objects in their environment or based on signed descriptions.
- Follow signed directions regarding familiar locations.
- Recognize sequence of events.
- Identify the main idea in appropriate signed narratives such as personal anecdotes or narratives based on familiar themes.

#### ASLI.1.P: Communication: Presentational

- Present stories about activities or events in their own environments.
- Retell stories and give messages in American Sign Language.
- Perform stories and anecdotes commonly known by members of the Deaf community.
- Present in American Sign Language level-appropriate information using suitable technology.

## **GOAL 2 – CULTURES**

Understand Cultural Contexts in which American Sign Language Occurs \*

### **Standards**

- 2.1 Students demonstrate an understanding of the relationship between practices and perspectives of Deaf culture.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the Deaf culture.

#### ASLI.2.IP: Cultures: Interpersonal

- Use appropriate communication for greetings and leave-takings, attention getting, and use of name signs (SOL ASLI2.1).
- Use simple patterns of behavior for interacting in various settings (SOL ASLI2.1).
- Exchange information about the historical and current role of technology in the Deaf culture (SOL ASLI2.1).

#### ASLI.1.IR: Cultures: Interpretive

- Interpret gestures, non-manuals and other visual cues.
- Identify people and objects in their environment or based on signed descriptions.
- Follow signed directions regarding familiar locations.
- Recognize sequence of events.
- Identify the main idea in appropriate signed narratives such as personal anecdotes or narratives based on familiar themes.

#### ASLI.2.P: Cultures: Presentational

- Use appropriate nonverbal behavior of Deaf culture.
- Use idiomatic expressions and/or short literary quotes in American Sign Language.
- Compare actual practices and perspectives of Deaf culture to own beliefs and attitudes.

## **GOAL 3 – CONNECTIONS**

Use American Sign Language to Connect with Other Disciplines and Expand Knowledge \*

### **Standards**

- 3.1 Students reinforce and further their knowledge of other disciplines through their knowledge of and skills in using American Sign Language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and its cultures.

#### ASLI.3.IP: Connections: Interpersonal

- Exchange information using technology with and within the Deaf community.

- Exchange concepts in American Sign Language that are learned in other subject areas.

#### ASLI.3.IR: Connections: Interpretive

- Recognize concepts that are unique to the Deaf community and their impact on language.
- Recognize differences between the perspective of the Deaf culture and their own perspectives by reading or viewing publications or presentations.

#### ASLI.3.P: Connections: Presentational

- Present topics common to American Sign Language and other subject areas.
- Present topics that apply the skills learned in other subject areas to complete tasks in American Sign Language.

## **GOAL 4 – COMPARISONS**

Develop Insight through American Sign Language into the Nature of Language and Culture \*

### **Standards**

- 4.1 Students demonstrate understanding of the concept of culture through comparisons of the language studied and their own.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### ASLI.4.IP: Comparisons: Interpersonal

- Exchange information to compare formal and informal forms of language in greetings and leave-taking in American Sign Language with their own language.
- Exchange information to speculate on reasons why some signs are borrowed from English and other signed languages.
- Exchange information to compare elements of American Sign Language phonology with their own phonology.
- Exchange information to compare the inflections used in questions, negatives, and statements in American Sign Language with the inflectional patterns used in own language.

#### ASLI.4.IR: Comparisons: Interpretive

- Identify the language registers in American Sign Language and in their own language.
- Identify signs that are "borrowed" in American Sign Language and used in their own language.
- Recognize the importance of affiliation and status within the Deaf Community during introductions in comparison with their own language.
- Recognize differences and similarities between English and the visual/conceptual features of American Sign Language, including homophones and manual babbling.

#### ASLI.4.P: Comparisons: Presentational

- Compare simple patterns of interaction in the Deaf culture and their own culture.
- Compare non-manuals, gestures, and idiomatic expressions of American Sign Language and their own cultures.

### **GOAL 5 – COMMUNITIES**

#### Participate in American Sign Language Communities \*

##### **Standards**

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

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

#### ASLI.5.IP: Communities: Interpersonal

- Communicate with American Sign Language users in the community.
- Exchange information using American Sign Language at school activities for the Deaf.
- Interact with diverse signers in the community.

#### ASLI.5.IR: Communities: Interpretive

- View cultural events using multimedia.
- Identify deafness-related careers through the reading of selected materials.

#### ASLI.5.P: Communities: Presentational

- Share personal experiences that have occurred with American Sign Language signers.
- Present information about Deaf awareness and Deaf heritage.
- Present information on the influence of Deaf culture in the local and national communities.

Task Force of the National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, Kansas: Allen Press.

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