Department of Teaching & Learning
Parent/Student Course Information

AMERICAN SIGN LANGUAGE II
(FL 5995)
One credit, One Year
GRADES 10-12 (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 continue 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

American Sign Language I

OPTIONS FOR NEXT COURSE

American Sign Language III

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 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 7-12 (Dawn Sign Press, 2014)

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 II

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.

Interpretative 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.

ASLII.1.IP: Communication: Interpersonal

- Express opinions and preferences with others regarding school events and personal experiences.

- Exchange information on past, present, and future events or activities.

- Ask and answer questions for clarification.

- Exchange in American Sign Language level-appropriate information using suitable technology.

ASLII.1.IR: Communication: Interpretive

- Comprehend messages in American Sign Language.

- Interpret announcements and messages connected to their daily activities at school or in the Deaf culture.

ASLII.1.P: Communication: Presentational

- Present unrehearsed information on personal experiences, other school subjects, and current events.

- Retell stories about school and personal experiences.

- Present short plays, skits, poetry, and anecdotes.

- 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.

ASLII.2.IP: Cultures: Interpersonal

- Exchange information about communication differences within the Deaf community.

- Exchange information about the role of organizations of the Deaf in the Deaf community.

- Exchange messages that analyze common beliefs and attitudes of members of the Deaf community.

ASLII.2.IR: Cultures: Interpretive

- Identify members of the Deaf community and its hierarchy.

- Identify various opinions regarding American Sign Language as a language.

- Recognize the impact of contributions and historical influences of Deaf culture upon today's world.

- Identify humor, literature, and cultural arts of the Deaf community (SOL ASLII2.2).

ASLII.2.P: Cultures: Presentational

- Present information on the contributions made by people who are Deaf.

- Present information on cultural practices and perspectives of Deaf culture with their own culture.

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.

ASLII.3.IP: Connections: Interpersonal

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

- Exchange information about other subject areas using American Sign Language.

ASLII.3.IR: Connections: Interpretive

- Identify the principle characters, main ideas, and themes in selected literary presentations.

ASLII.3.P: Connections: Presentational

- Present information on Deafness, the Deaf, and American Sign Language using print and non-print resources.

- Present information that shows connections between American Sign Language and other subject areas.

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.

ASLII.4.IP: Comparisons: Interpersonal

- Compare similarities and differences of Deaf culture and their own culture.

- Interact with others to compare English idioms and figurative language in American Sign Language and their own language.

ASLII.4.IR: Comparisons: Interpretive

- Identify similarities and differences of Deaf culture and their own culture.

- Identify corresponding English idioms and figurative language within American Sign Language.

ASLII.4.P: Comparisons: Presentational

- Present information using signs, gestures, non-manual signals and idiomatic expressions in American Sign Language.

- Present the contributions of the Deaf culture.

- Compare the Deaf culture with other minority cultures.

- Compare heroes and heroines in the Deaf community with heroes and heroines in their own community.

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.

ASLII.5.IP: Communities: Interpersonal

- Exchange information to describe diversity within the Deaf culture.

ASLII.5.IR: Communities: Interpretive

- Identify career opportunities and limitations.

- Identify legislation that affects career choices and accommodations.

ASLII.5.P: Communities: Presentational

- Present the advantages of being able to use American Sign Language when pursuing career or educational goals.

- Propose solutions to issues and problems related to the school and/or community.

- Present a topic of interest using American Sign Language to members of the Deaf community.

*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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Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Kelly Arble, Department of Teaching and Learning, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email Kelly.Arble@vbschools.com.

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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