

American Sign Language: Grade 5

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 5.1C

1 Interpersonal: Learners use American Sign Language to engage in conversations, provide information, express feelings and emotions, and exchange opinions. 5.1C.1I

- 1I. Proficiency Benchmark: I can communicate in conversations in ASL on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions. 5.1C.1I
- 1 I can give and follow simple instructions in ASL to complete a variety of classroom and cultural tasks. Examples: Playing games; demonstrating attention-getting strategies; describing simple step by-step activities. 5.1C.1I.1
- 2 I can tell a peer an opinion about family, school, sports, and everyday activities. Examples: Communicating on a videophone; exchanging opinions about school; conducting peer interviews on a popular topic. 5.1C.1I.2
- 3 I can discuss personal likes and dislikes on topics such as famous people, films, books, food, and holidays. Examples: Conducting questionnaires; listing and contrasting preferences; making comparisons between different opinions. 5.1C.1I.3
- 4 I can show Deaf related products, such as Deaf art or technical equipment used by Deaf people (alarm clocks, doorbells, smoke alarms), and share opinions. Examples: Commenting on Deaf art; discussing contributions made by Deaf people to different fields; exchanging information related to technology found in Deaf community. 5.1C.1I.4
- 5 I can role-play a variety of situations and scenarios. Examples: Meeting a Deaf person for the first time; asking a Deaf peer to play a game or sport activity; demonstrating culturally appropriate and attention-getting strategies. 5.1C.1I.5

2 Interpretive: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics. 5.1C.2I

- 2I. Proficiency Benchmark: I can identify the general topic and basic information in both familiar and everyday contexts by recognizing practiced or memorized vocabulary or simple phrases signed in ASL. 5.1C.2I
- 1 I can comprehend the main ideas in appropriate grade level ASL narratives and stories. Examples: Retelling the main points of a fairy tale; identifying the main characters in the story; listing the important events in a story. 5.1C.2I.1
 - 2 I can comprehend the relationship between handshape and meaning in selections of ASL literature. Examples: Identifying and listing key handshapes and their meanings; retelling the main points; describing the sequence of events. 5.1C.2I.2
 - 3 I can comprehend brief video messages on familiar topics, such as family, school, and holiday celebrations. Examples: Retelling the content of a video email; describing holiday customs; sharing information from the video school bulletin. 5.1C.2I.3
 - 4 I can view video descriptions of people, objects, places, common activities, and major events, and identify corresponding pictures or illustrations. Examples: Matching pictures; put story in sequences, drawing illustrations; and retelling the events in sequential order. 5.1C.2I.4
 - 5 I can understand and follow directions given in ASL as they relate to daily classroom activities. Examples: Playing games; responding to requests; completing simple tasks. 5.1C.2I.5

3 Presentational: Students present information, concepts, and ideas to an audience of viewers in American Sign Language. 5.1C.P

- P.** Proficiency Benchmark: I can present information on both very familiar and everyday topics using a variety of practiced or memorized vocabulary, and simple phrases in ASL. 5.1C.P
- 1** I can present skits, recite selected poems, and perform stories in ASL for school events. Examples: Sharing ABC, number, and handshape stories; dramatizing important events in Deaf history; demonstrating sign rhymes. 5.1C.P.1
 - 2** I can create simple, brief video messages about people, things, and school events. Examples: Delivering a video bulletin; making announcements about Deaf Awareness Week; recording a video report on a favorite book. 5.1C.P.2
 - 3** I can use ASL to tell peers in or out of school about their own cultures or cultural products and practices. Examples: Listing activities or basic information about holidays, family events, and food; comparing traditions over a videophone; composing a video pen pal letter. 5.1C.P.3
 - 4** I can dramatize familiar ASL stories, fairy tales, or poems. Examples: Re-enacting fairy tales told from a Deaf centric perspective; presenting Clayton Valli's poem "Cow and Rooster"; retelling a selection from Dawn Sign Press "Once upon a sign" video series. 5.1C.P.4
 - 5** I can use and explain the meaning of selected classifiers. Examples: Using tracing classifiers; identifying entity classifiers (vehicles); presenting element classifiers. 5.1C.P.5
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Interact with cultural competence and understanding. 5.2C

1 Relating to Cultures through Interactions - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture. 5.2C.RC

RC. Proficiency Benchmark: I can interact at a survival level in some familiar everyday contexts. 5.2C.RC

- 1 I can demonstrate familiarity with social customs and practices of Deaf people that are of interest to children. Examples: Observing social interactions between Deaf parents and children; attending an ASL storytelling event; watching video clips about Deaf Awareness Week. 5.2C.RC.1
 - 2 I can demonstrate how to use appropriate attention-getting techniques. Examples: Using shoulder tapping to get the attention of a single individual; hand-waving to get a third person's attention; relaying a message for another person. 5.2C.RC.2
 - 3 I can participate in age-appropriate cultural activities. Examples: Celebrating Thomas Gallaudet or Laurent Clerc's birthday; practicing rhythm using drums; watching simple ASL stories and handshape poetry. 5.2C.RC.3
 - 4 I can demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives. Examples: Role-playing writing notes on a pad of paper; using gesture and mime to communicate basic needs; pointing to place a menu order. 5.2C.RC.4
 - 5 I can identify and describe simple culturally based behavior patterns of Deaf people. Examples: Explaining the importance of eye contact; role-playing extended farewells; discussing the value of sharing information. 5.2C.RC.5
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Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations. 5.3C

1 Acquiring Information and Diverse Perspectives - Learners acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture 5.3C.IP

IP. Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available in Deaf culture. 5.3C.IP

- 1 I can become familiar with age-appropriate literature in ASL videogames and television programs, and learn games played by Deaf peers. Examples: Viewing fairy tales; play Elephant game (Trunk and ears); producing simple handshape poetry. 5.3C.IP.1
- 2 I can examine how the major themes of hands, eyes, and signs appear in selected pieces of Deaf art. Examples: Examining the artwork of Chuck Baird and Betty Miller; identifying the meaning of selected images; viewing the poetry of Clayton Valli. 5.3C.IP.2
- 3 I can identify and observe tangible products of Deaf culture. Examples: Becoming familiar with the Gallaudet / Cogswell sculpture; exploring the work of Douglas Tilden; examining accessibility products such as videophones, and visual alert systems. 5.3C.IP.3
- 4 I can recognize themes, ideas, or perspectives of Deaf culture and recognize how they are reflected by the culture. Examples: Recognizing that ASL and English have different modalities; understanding the roles vibration, rhythm, and lighting play in entertainment; developing understanding of culturally Deaf people's pride in being Deaf. 5.3C.IP.4
- 5 I can study the different geographical environments in which Deaf people live and examine the impact of these environments on the lifestyles of various Deaf people. Examples: Becoming familiar with areas with large populations of Deaf people; comparing the lives of Deaf people who live in cities versus rural areas; identifying on a map local schools for the Deaf or nearby public schools with Deaf students. 5.3C.IP.5

2 Making Connections - Learners reinforce and further their knowledge of other disciplines through American Sign Language. 5.3C.MC

MC. Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available through ASL and its culture. 5.3C.MC

- 1** I can view folktales and stories in ASL that reflect cultural practices and historical figures. Examples: Viewing stories of Laurent Clerc; watching the story of how Alice Cogswell met Thomas Hopkins Gallaudet; identifying the cultural practices of Deaf characters in stories. 5.3C.MC.1
 - 2** I can develop age-appropriate understanding of core cultural values, particularly that being Deaf is a positive trait. Examples: Expressing joy when a Deaf child is born; sharing opinions about the benefits of being Deaf; discussing the beauty of ASL. 5.3C.MC.2
 - 3** I can watch and ask / answer questions about age- and developmentally-appropriate short stories, poems, and content-related materials. Examples: Discussing the connection between handshapes and meaning in stories; identifying characteristics of ASL poetry; discussing why vibration and rhythm are important aesthetic aspects in the Deaf community. 5.3C.MC.3
 - 4** I can find Deaf-related pictures and souvenirs to enhance their exploration of other topics. Examples: Presenting postcards from schools for the Deaf; describing pictures of famous Deaf individuals; explaining realia obtained from Deaf-related events. 5.3C.MC.4
 - 5** I can view illustrations in Deaf children's books that show views of people and places in the Deaf World. Examples: Viewing the interactive story The Baobab; exploring Deaf culture-based ABC texts; reading children's books about the Deaf President Now movement. 5.3C.MC.5
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Develop insight into the nature of language and culture in order to interact with cultural competence. 5.4C

1 Cultural Comparisons - Learners discuss the nature of language through comparisons of American Sign Language and other languages. 5.4C.LC

- LC.** Proficiency Benchmark: I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries). 5.4C.LC
- 1** I can compare simple patterns of behavior and interaction in various cultural settings. Examples: Identifying how Deaf people tend to include hugging as part of a greeting; comparing attention-getting techniques in ASL and spoken English; and alerts such as doorbells and alarms. 5.4C.LC.1
 - 2** I can demonstrate understanding that most languages use gestures, and that gestures and sign languages differ among cultures. Examples: Identifying gestures used by hearing American people; observing the different ways Deaf and hearing people count on the fingers; understanding differences between the counting systems in ASL and French Sign Language. 5.4C.LC.2
 - 3** I can compare and contrast tangible products and practices of various cultures. Examples: Comparing the features on cell phones used by Deaf and hearing people; identifying differences in toys produced for Deaf and hearing children; observing the common motif of hands and eyes in art produced by Deaf artists. 5.4C.LC.3
 - 4** I can compare and contrast intangible products of different cultures. Examples: Comparing the concept of rhyming words in English and rhyming handshapes in ASL; identifying similarities in folktales for Deaf and hearing children; observing differences in facial expressions to convey meaning. 5.4C.LC.4
 - 5** I can recognize the interests and practices that they have in common with their Deaf peers and peers in various other cultures. Examples: Comparing the sports Deaf peers are interested in with their own interests; investigating the names of Deaf peers' favorite movies and books; learning about similarities and differences in education. 5.4C.LC.5
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Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.5C

1 School and Global - Learners use American Sign Language within and beyond the school setting. 5.5C.SG

SG. Proficiency Benchmark: I can use ASL both within and beyond the classroom to interact and learn in the Deaf community. 5.5C.SG

- 1 I can participate in conversations with native ASL users about everyday matters and daily experiences. Examples: Expressing birthday wishes via a videophone; creating a video email to confirm attendance at a party; sharing information about extracurricular activities. 5.5C.SG.1
- 2 I can identify professions in which ASL proficiency would be helpful. Examples: Listing professions including ASL education, school administrator, or interpreter; exploring the benefits of knowing ASL when working in noisy or loud environments; interviewing peers about occupations where ASL proficiency can be useful. 5.5C.SG.2
- 3 I can communicate simple messages in ASL to Deaf people in the community and abroad concerning everyday matters and daily experiences. Examples: Exchanging video emails with Deaf I can from other countries who are also learning ASL; leaving messages about weekend plans; confirming the date and time. 5.5C.SG.3
- 4 I can participate in special performances that demonstrate an understanding of Deaf culture. Examples: Demonstrating Deaf rhythmic drumming; sharing simple handshape poems; exhibiting Deaf art. 5.5C.SG.4
- 5 I can observe community members and participate in ASL or Deaf culture related school events. Examples: Inviting a member of the Deaf community to share experiences growing up as a Deaf individual; asking a guest speaker to tell a funny story; having a Deaf actor/actress to provide entertainment. 5.5C.SG.5