

American Sign Language: Secondary: Advanced

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. **1C**

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

1I. Proficiency Benchmark: Advanced - I can understand the main messages and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts in ASL. **1C.1I**

AL. Advanced Low (AL) **AL**

a I can discuss and develop possible responses to the pathological view of being Deaf. **1C.1I.AL.A**

b I can discuss ASL sociolinguistic elements such as regional signs, racial and ethnic sign variation, and gender influences on sign style in a variety of contexts. **1C.1I.AL.B**

AM. Advanced Mid (AM) **AM**

a I will work with a local organizations to participate in an event for the deaf that is open to the public. **1C.1I.AM.A**

b I can discuss the key topics in Deaf culture. **1C.1I.AM.B**

c I can explain on the impact of audism and linguisticism in the Deaf community. **1C.1I.AM.C**

AH. Advanced High (AH) **AH**

a I can provide my reactions to ASL literature and analyze recurring themes and topics in poems, plays, narratives, jokes, and stories that have been handed down from generation to generation. **1C.1I.AH.A**

b I can exchange and discuss their opinions and personal perspectives with ASL users on a variety of topics dealing with contemporary issues and historical topics. **1C.1I.AH.B**

c I can analyze, synthesize and present the concept of Deafhood based on the life experience and identity as Deaf individuals. **1C.1I.AH.C**

d I can discuss the possible ways Deaf people may appear in their professional careers, and brainstorm how ASL proficiency can be beneficial. **1C.1I.AH.D**

2 Interpretive: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics. 1C.2I

2I. Proficiency Benchmark: Advanced - I can interpret the message and supporting details on a wide variety of familiar and general interest topics across a variety of ASL literature. 1C.2I

AL. Advanced Low (AL) AL

- a** I can discuss the main ideas and details of live or recorded discussions concerning current events in the Deaf community, and subjects studied in other classes. 1C.2I.AL.A
- b** I can discuss more complex meanings of unfamiliar vocabulary and grammatical structures through context. 1C.2I.AL.B

AM. Advanced Mid (AM) AM

- a** I can analyze, synthesize, and discuss the main ideas and details of live or recorded discussions concerning current events in the Deaf community, and subjects studied in other classes. 1C.2I.AM.A
- b** I can analyze, synthesize, and discuss major topics, themes, and techniques of art created by Deaf Artists and the significance of each aspect. 1C.2I.AM.B

AH. Advanced High (AH) AH

- a** I can analyze variety in sign styles in live and recorded materials and to understand their significance. 1C.2I.AH.A
- b** I can synthesize and present the principle elements of nonfiction topics from recorded materials of current and historical importance to the members in the Deaf community. 1C.2I.AH.B
- c** I can analyze and explain the nuances of meaning in live and recorded communication in formal and informal settings. 1C.2I.AH.C
- d** I can identify, analyze, and use advanced discourse styles and strategies that accompany heated, controversial, and sensitive topics. 1C.2I.AH.D

3 Presentational: Students present information, concepts, and ideas to an audience of viewers in American Sign Language. 1C.P

P. Proficiency Benchmark: Advanced - I can deliver detailed and organized presentations on familiar as well as unfamiliar topics, in narratives using advanced storytelling techniques in ASL. 1C.P

AL. Advanced Low (AL) AL

- a** I can analyze the nuances of body part classifiers and incorporate a range of perspectives to suit the message. 1C.P.AL.A
- b** I can prepare research-based reports in ASL on current cultural events relevant to the Deaf community. 1C.P.AL.B
- c** I can present results of a survey conducted on topics of personal interest or pertaining to the Deaf community. 1C.P.AL.C

AM. Advanced Mid (AM) AM

- a** I can create stories, skits, and plays and perform them for an audience. 1C.P.AM.A
- b** I can summarize and record the content of a vlog or documentary intended for ASL native users in order to discuss the topics with other learners of ASL. 1C.P.AM.B
- c** I can select and analyze expressive Deaf culture products presented in various literary genres or the fine arts. 1C.P.AM.C

AH. Advanced High (AH) AH

- a** I can give presentations in ASL on research based investigations of current events from the perspectives of sub-groups within the Deaf community. 1C.P.AH.A
 - b** I can use resources available in ASL on the Internet, library, and other media sources to build support for personal opinions and present them. 1C.P.AH.B
 - c** I can present the latest research findings on topics related to ASL linguistics. 1C.P.AH.C
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Interact with cultural competence and understanding. 2C

1 Relating to Other Cultures by Interacting - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture. 2C.IC

IC. Proficiency Benchmark: Advanced - I can interact at a competent level in familiar and some unfamiliar contexts. 2C.IC

AL. Advanced Low (AL) AL

a Students identify, analyze, and discuss patterns of behaviors and/or interaction in the context of Deaf culture. 2C.IC.AL.A

AM. Advanced Mid (AM) AM

a I can examine the cultural value of cooperation used to meet the needs of Deaf community members through local and national organizations established for, and run by, Deaf leaders. 2C.IC.AM.A

b I can discuss perceptions of various Deaf sub-groups related to their cultural and self identification, stages of acculturation, and their contributions to Deaf culture at large. 2C.IC.AM.B

AH. Advanced High (AH) AH

a I can analyze changes in the Deaf community and the impact of technology and telecommunication on the practices of the young generation of Deaf people, and their influences on young Deaf people's perceptions and beliefs. 2C.IC.AH.A

b I can examine and present major elements of the Deaf culture, such as concepts of time, personal space, and exchanging personal information, and analyze how people from other cultures perceive them. 2C.IC.AH.B

c I can analyze, synthesize, and present contemporary issues for Deaf people, such as education, employment, audism, linguicism, community traditions, clubs, sports organizations, and technology, and examine their impact on the Deaf culture. 2C.IC.AH.C

2 Relating Cultural Practices and Products to Perspectives (Investigate)- Learners provide an explanation of the relationship between the products and perspectives of American Deaf culture. 2C.CI

CI. Proficiency Benchmark: Advanced - In my own words and other cultures, I can explain some diversity among products and practices and how it relates to perspectives in the Deaf culture and community. 2C.CI

AL. Advanced Low (AL) AL

- a** I can analyze and discuss on expressive products of Deaf culture, such as stories, poetry, art, and literature, and explore the ways these products depict the lifestyles and the diverse perspectives of Deaf people. 2C.CI.AL.A
- b** I can employ critical thinking in identifying and analyzing films, commercials or documentaries about Deaf people and evaluate the cultural patterns and social behaviors they demonstrate. 2C.CI.AL.B

AM. Advanced Mid (AM) AM

- a** I can discuss by comparing and contrasting the private and public life of Deaf people as they view and interpret authentic materials. 2C.CI.AM.A
- b** I can identify and explain the “unwritten rules” of cultural behaviors of Deaf people. 2C.CI.AM.B

AH. Advanced High (AH) AH

- a** I can present my experiences by participating appropriately in discussions with native signers about literary, social, economic, and political topics. 2C.CI.AH.A
 - b** I can analyze, synthesize, and present themes of oppression and empowerment in products of Deaf culture such as stories, poetry, art, and literature and how they reflect the experiences and perspectives of Deaf people. 2C.CI.AH.B
 - c** I can analyze and explain patterns of ASL use and linguistic expressions used by Deaf people and analyze the context and historical usage of some of these expressions to identify Deaf people’s thoughts and perspectives. 2C.CI.AH.C
 - d** I can investigate and present social, political, and cultural issues discussed at various Deaf-related forums, internet sites, chat rooms, vlogs, and blogs. 2C.CI.AH.D
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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. 3C

1 Acquiring Information and Diverse Perspectives - Learners reinforce and further their knowledge of other disciplines through American Sign Language. 3C.IP

IP. Proficiency Benchmark: Advanced - I can access and evaluate in-depth information and perspectives that are available through the ASL and its culture. 3C.IP

AL. Advanced Low (AL) AL

- a** I can discuss topics in ASL from other subjects, including concepts and issues in the humanities, sciences, and technology. 3C.IP.AL.A
- b** I can exchange, support, and discuss their opinions and personal perspectives in presentations or in class discussions on a variety of topics being studied in other courses. 3C.IP.AL.B

AM. Advanced Mid (AM) AM

- a** I can use ASL to provide information on the work and knowledge of professionals in their field of study and professions. 3C.IP.AM.A
- b** I can synthesize and evaluate information obtained in other disciplines to enhance my understanding of ASL and Deaf culture. 3C.IP.AM.B

AH. Advanced High (AH) AH

- a** I am able to either state or present drawing from the sources from other disciplines to discuss about a topic in class. 3C.IP.AH.A

2 Making Connections - Learners acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 3C.MC

MC. Proficiency Benchmark: Advanced - I can access and evaluate in-depth information and perspectives that are available through ASL and Deaf culture. 3C.MC

AL. Advanced Low (AL) AL

- a** I can analyze and tell about the value and role of collectivism in Deaf culture and contrast it with the predominant value of individualism in American society. 3C.MC.AL.A
- b** I can discuss the distinctive viewpoint of protecting, cherishing, and taking pride in ASL is a noted feature of Deaf culture. 3C.MC.AL.B

AM. Advanced Mid (AM) AM

- a** I can view, analyze, and explain literary and non-literary recorded materials available only in ASL and comprehend the cultural messages embedded in such texts. 3C.MC.AM.A

AH. Advanced High (AH) AH

- a** I can interview Deaf people to gain insights about social and cultural issues. 3C.MC.AH.A
 - b** I can draw information from ASL sources to explain in live and recorded formats with ASL users and other learners about topics relevant to their fields of study. 3C.MC.AH.B
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Develop insight into the nature of language and culture in order to interact with cultural competence. 4C

1 Cultural Comparisons – Learners discuss the nature of culture through comparisons of American Deaf culture, American culture, and other signed languages (countries’ cultures). 4C.CC

CC. Proficiency Benchmark: Advanced - I can provide details about, and give specific examples of differences and similarities between ASL, English, and other signed languages (from other countries). 4C.CC

AL. Advanced Low (AL) AL

- a** I can explain ASL principles of word order may differ from their own language and hypothesize about how this may or may not reflect the ways in which Deaf culture organizes information and views the world. 4C.CC.AL.A
- b** I can compare and explain the difficulties that ASL presents to English speakers as well as the difficulties English presents to ASL users by analyzing and comparing linguistic differences. 4C.CC.AL.B

AM. Advanced Mid (AM) AM

- a** I can explain structural differences between the English and ASL paragraph. 4C.CC.AM.A
- b** I can analyze and present language change and the historical development of ASL and other languages. 4C.CC.AM.B
- c** I can analyze and present elements of ASL, such as time, tense, and aspect inflections, and comparable linguistic elements in English, and discuss how languages use various forms to express particular meanings. 4C.CC.AM.C

AH. Advanced High (AH) AH

- a** I can research and explain different communication styles influenced by regional, gender, age, and educational differences to communicate messages in ASL and other languages. 4C.CC.AH.A
- b** I can compare how ASL poetry, folk tales, jokes, and short stories to reflect social issues and conflict. 4C.CC.AH.B

2 Language Comparisons - Learners discuss the nature of language through comparisons of American Sign Languages and other languages. 4C.LC

LC. Proficiency Benchmark: Advanced - I can explain, provide details about, and give specific examples of differences and similarities between American Deaf culture, American Culture, and other signed languages - countries' cultures. 4C.LC

AL. Advanced Low (AL) AL

- a** I can hypothesize about the relationship between perspectives and products in Deaf culture and compare these with similar relationships from their own culture 4C.LC.AL.A
- b** I can analyze and compare controversial issues in the Deaf community and in their own culture. 4C.LC.AL.B

AM. Advanced Mid (AM) AM

- a** I can analyze the value and role collectivism plays in Deaf culture and compare it with their own culture. 4C.LC.AM.A
- b** I can compare the ways in which current events are covered in Deaf culture and in their own culture's press. 4C.LC.AM.B

AH. Advanced High (AH) AH

- a** I can compare thematically similar ASL and English films, television programs, or texts, to identify specific cultural practices and perspectives. 4C.LC.AH.A
 - b** I can investigate the unwritten rules present in society that impact perceptions of Deaf people and Deaf culture. 4C.LC.AH.B
 - c** I can analyze and discuss the relationships between products and perspectives in Deaf culture and contrast these with their own. 4C.LC.AH.C
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Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5C

1 School and Global - Learners use American Sign Language within and beyond the school setting. 5C.SG

SG. Proficiency Benchmark: Advanced - I can use ASL both within and beyond the classroom to interact, collaborate, and contribute in my community and the globalized world. 5C.SG

AL. Advanced Low (AL) AL

- a I can explore and explain careers that require proficiency in ASL and knowledge of Deaf culture. 5C.SG.AL.A
- b I can communicate with Deaf members in the community regarding personal, vocational, professional interests or community and world concerns. 5C.SG.AL.B

AM. Advanced Mid (AM) AM

- a I can research various student exchange programs and/or opportunities to use ASL around the world. 5C.SG.AM.A
- b I can actively participate in Deaf community events. 5C.SG.AM.B

AH. Advanced High (AH) AH

- a I can present reports and provide information on stories, plays, films, and current events to others through a variety of media in ASL. 5C.SG.AH.A

2 Lifelong Learning - Learners show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment. 5C.LL

LL. Proficiency Benchmark: Advanced - I can use ASL both within and beyond the classroom to interact, collaborate, and contribute in the Deaf community and the globalized world. 5C.LL

AL. Advanced Low (AL) AL

- a I can establish and/or maintain interpersonal relations with ASL users. 5C.LL.AL.A
- b I can view and analyze major works of ASL literature and culture. 5C.LL.AL.B

AM. Advanced Mid (AM) AM

- a I can continue to express and discuss their worldview through participating in Deaf cultural events and conferences at local postsecondary institutions. 5C.LL.AM.A
- b I can travel to places of leisure and education that are significant to Deaf community members. 5C.LL.AM.B

AH. Advanced High (AH) AH

- a I can maintain a collection of books related to Deaf culture on topics of personal interest. 5C.LL.AH.A
- b I can create web sites and ASL vlogs that continue dialogue and discussion about ASL and Deaf culture. (vlog = video blog) 5C.LL.AH.B