

American Sign Language Level 2

Receptive Proficiency RP

1 The student will be able to recognize and locate objects around the house and location of non-present items. RP.1

- 1 Recognize numbers 101-109 and numbers counting by hundreds. RP.1.1
- 2 Recognize locative classifiers. RP.1.2
- 3 Recognize semantic classifiers. RP.1.3
- 4 Recognize location of items present and non-present. RP.1.4
- 5 Recognize a floor plan. RP.1.5
- 6 Recognize confirming and correcting information. RP.1.6

2 The student will be able to recognize and understand complaints, suggestions and requests. RP.2

- 1 Recognize recurring and continuous inflected verbs. RP.2.1
- 2 Recognize health problems and suggestions. RP.2.2
- 3 Recognize time signs. RP.2.3
- 4 Recognize conditional sentences. RP.2.4
- 5 Recognize complaints about others. RP.2.5

3 The student will be able to recognize and understand the exchange of personal information: life events, nationalities and family backgrounds. RP.3

- 1 Recognize the sequence of when clauses. RP.3.1
- 2 Recognize unexpected changes in life events. RP.3.2
- 3 Recognize various ethnic backgrounds of families including countries and continents. RP.3.3
- 4 Recognize narratives of why families move and family histories. RP.3.4
- 5 Recognize possessive forms of nouns. RP.3.5
- 6 Recognize the numbers 110-119, dates and addresses. RP.3.6
- 7 Recognize the exchange of personal information. RP.3.7

4 The student will be able to recognize and understand descriptions and identifications of objects and food. RP.4

- 1 Recognize shapes, patterns and textures. RP.4.1
- 2 Recognize instrumental classifiers. RP.4.2
- 3 Recognize topic-comment structure. RP.4.3
- 4 Recognize non-manual markers related to descriptions. RP.4.4
- 5 Recognize how something works and how it is made. RP.4.5
- 6 Recognize the signer's perspective. RP.4.6
- 7 Recognize money signs. RP.4.7

5 The student will be able to recognize and understand seasonal tasks and activities. RP.5

- 1 Recognize temporal sequencing. RP.5.1
- 2 Recognize time signs with durative aspects. RP.5.2
- 3 Recognize feelings and opinions about activities. RP.5.3
- 4 Recognize feelings and opinions about disrupted plans and disasters. RP.5.4

Expressive Proficiency EP

1 The student will be able describe a floor plan. EP.1

- 1 Use reference points making locations. EP.1.1
- 2 Demonstrate signer's perspective. EP.1.2
- 3 Use varying non-manual markers appropriately. (varying and appropriate facial expressions). EP.1.3
- 4 Produce signs in correct ASL word order. EP.1.4
- 5 Produce signs correctly. EP.1.5

2 The student will be able to describe locations of items around the house. EP.2

- 1 Describe furniture in a room. EP.2.1
- 2 Describe location of furniture using appropriate classifiers. EP.2.2
- 3 Describe the locations of household items within a room. EP.2.3
- 4 Use varying non-manual markers appropriately. EP.2.4
- 5 Produce signs in correct ASL word order. EP.2.5
- 6 Produce signs correctly. EP.2.6

3 The student will be able to describe ailments and make suggestions. EP.3

- 1 Demonstrate “ailment” signs. EP.3.1
- 2 Describe the degrees of severity of the ailment and its location. EP.3.2
- 3 Describe the timeline of the ailment (uninflected, recurring, continuous). EP.3.3
- 4 Make suggestions about health improvements. EP.3.4
- 5 Use varying non-manual markers appropriately. EP.3.5
- 6 Produce signs in correct ASL word order. EP.3.6
- 7 Produce signs correctly. EP.3.7

4 The student will be able to complain about others and make suggestions. EP.4

- 1 Make several complaints about others. (pets, children, roommates/spouse, and neighbors). EP.4.1
- 2 Empathize and make suggestion. EP.4.2
- 3 Use varying non-manual markers appropriately. EP.4.3
- 4 Produce signs in correct ASL word order. EP.4.4
- 5 Produce signs correctly. EP.4.5

5 The student will be able to make a request and negotiate an agreement. EP.5

- 1 State the reason for their request. EP.5.1
- 2 Ask a favor involving a third person. EP.5.2
- 3 Demonstrate negotiation skills by declining a request and suggesting another solution. EP.5.3
- 4 Sign specific clock numbers correctly. (i.e. 10:47, 6:25, etc.). EP.5.4
- 5 Use varying non-manual markers appropriately. EP.5.5
- 6 Produce signs in correct ASL word order. EP.5.6
- 7 Produce signs correctly. EP.5.7

6 The student will be able to ask for permission to borrow something. EP.6

- 1 Ask permission to borrow something. EP.6.1
- 2 Demonstrate use of appropriate registers according to formality (i.e. “permit me” or “not-mind”). EP.6.2
- 3 Agree with a condition or decline and tell why. EP.6.3
- 4 Use varying non-manual markers appropriately. EP.6.4
- 5 Produce signs in correct ASL word order. EP.6.5
- 6 Produce signs correctly. EP.6.6

7 The student will be able to describe life events using various transitions. EP.7

- 1 Use pauses. EP.7.1
- 2 Use when clauses (age, year, previous event). EP.7.2
- 3 Use time signs (i.e., later). EP.7.3
- 4 Describe an unexpected change. EP.7.4
- 5 Use varying non-manual markers appropriately. EP.7.5
- 6 Produce signs in correct ASL word order. EP.7.6
- 7 Produce signs correctly. EP.7.7

8 The student will be able to describe nationalities and family backgrounds. EP.8

- 1 Use a variety of country signs. EP.8.1
- 2 Describe their family nationality using contrastive structure. EP.8.2
- 3 Describe reasons for immigration including specific years. EP.8.3
- 4 Use varying non-manual markers appropriately. EP.8.4
- 5 Produce signs in correct ASL word order. EP.8.5
- 6 Produce signs correctly. EP.8.6

9 The student will be able to describe objects by how they look, how they work, and how much they cost. EP.9

- 1 Describe objects using correct descriptive classifiers. EP.9.1
- 2 Describe objects using correct instrument classifiers. EP.9.2
- 3 Describe textures and/or patterns of objects. EP.9.3
- 4 Appropriately describe symmetrical and/or asymmetrical objects. EP.9.4
- 5 Describe objects from the correct perspective. (Front, neutral, rear, sitting, on your body). EP.9.5
- 6 Tell the cost of items up to \$100.00. EP.9.6
- 7 Use varying non-manual markers appropriately EP.9.7
- 8 Produce signs in correct ASL word order. EP.9.8
- 9 Produce signs correctly. EP.9.9

10 The student will be able to describe food by how it is made. EP.10

- 1 Correctly name the ingredients in a recipe. EP.10.1
- 2 Describe how food is made in the correct order. EP.10.2
- 3 Tell his/her opinion of foods. EP.10.3
- 4 Use varying non-manual markers appropriately. EP.10.4
- 5 Produce signs in correct ASL word order. EP.10.5
- 6 Produce signs correctly. EP.10.6

11 The student will be able to describe a variety of activities they do each season. EP.11

- 1 For one season, discuss tasks they do and their feelings when done. EP.11.1
- 2 For one season, discuss places they go or a trip they have taken and their opinion about it. EP.11.2
- 3 Describe the itinerary of activities for a weekend EP.11.3
- 4 Use varying non-manual markers appropriately. EP.11.4
- 5 Produce signs in correct ASL word order. EP.11.5
- 6 Produce signs correctly. EP.11.6

12 The student will be able to describe different ways their plans have been disrupted. EP.12

- 1 Describe how weekend plans are disrupted (i.e. weather, health problems, house problems, car problems, personal reasons, or job-related reasons). EP.12.1
- 2 Describe how they feel when plans are disrupted. (i.e. demonstrate the degree of their feelings). EP.12.2
- 3 Use varying non-manual markers appropriately. EP.12.3
- 4 Produce signs in correct ASL word order. EP.12.4
- 5 Produce signs correctly. EP.12.5

13 The student will be able to recommend and describe places to visit. EP.13

- 1 Recommend a place to visit. EP.13.1
- 2 Describe the cost, location, and what to do or see there. EP.13.2
- 3 Give their opinion of the recommended place. EP.13.3
- 4 Use varying non-manual markers appropriately. EP.13.4
- 5 Produce signs in correct ASL word order. EP.13.5
- 6 Produce signs correctly. EP.13.6

**Deaf Culture
Proficiency** DCP

1 The student will identify everyday experiences of Deaf people: Accessibility of TTYs, public announcements; getting, directing and maintaining attention; interpreting services, and Deaf frustrations in a hearing world. DCP.1

2 The student will describe the cultural importance of Deaf jokes, legends and stories: Importance of Deaf jokes in the community, Deaf soldiers in the Civil War, and Deaf school stories and adventures. DCP.2

3 The student will explain the history of Deaf technological devices: Western Union TTYs, modern TTYs, alarm clocks, baby cry signal lights, closed caption devices, televisions with built-in closed captioning, relay services, door lights, phone lights, Reville and cochlear implants. DCP.3

4 The student will recognize different signacy techniques: Cheers, ABC stories, handshape stories, poetry, songs and drama. DCP.4

5 The student will identify and describe important events and people in Deaf Education history: French Deaf education in the 1700s, American Deaf education in the 1800s, Abbe de l'Eppe, Abbe Sicard, Jean Massieu, Laurent Clerc, Thomas Hopkins Gallaudet, Alice Cogswell, Dr. Mason Cogswell, Edward Miner Gallaudet, Gallaudet University, Alexander Graham Bell, the Milan Conference, Public Law 94-142, Deaf President Now protest, Section 504 of Rehabilitation Act of 1973. DCP.5

6 The student will examine trends in Deaf Education: American Sign Language, Oralism, Cued Speech, Bilingualism-Biculturalism, Total Communication and Signed Exact English. DCP.6