

*BVSD American Sign Language Content Standards*

## American Sign Language (ASL)

*American Sign Language (ASL) is a complete, complex language that employs signs made with the hands and other movements, including facial expressions and postures of the body. It is the first language of many deaf North Americans, and one of several communication options available to deaf people. ASL is said to be the fourth most commonly used language in the United States.*

National Institute on Deafness  
& Other Communication Disorders  
NIDCD Information Clearinghouse:

Boulder Valley School District (BVSD) recognizes American Sign Language (ASL) as a unique, identifiable language with its own conventions, syntax and symbol system. ASL is also recognized by the State of Colorado as a language. The District also recognizes that American Sign Language is not the same as deaf education. Each has a different set of instructional techniques and methodology.

All languages represented in the BVSD are respected and seen as a valuable addition to our school community. ASL is offered to some BVSD students and will have continued curriculum development as the demand warrants.

**Standard 1: Communication** - *Students will communicate in American Sign Language.*

Students engage in conversations, understand and interpret ASL, and present information, concepts, and ideas in ASL to an audience.

**Standard 3: Connections** - *Students will connect other disciplines and acquire information in ASL.*

Students reinforce and further their knowledge of other disciplines through ASL, and acquire information and recognize the distinctive viewpoints that are only available through ASL and Deaf culture.

**Standard 2: Cultures** - *Students will gain knowledge and understanding of American Deaf Culture and the Deaf World.*

Students demonstrate an understanding of the relationship between the practices, perspectives and the products of American Deaf culture and the Deaf World

**Standard 4: Comparisons** - *Students will develop insight into the nature of language and culture.*

Students demonstrate understanding of the nature of language and culture through comparisons of ASL, Deaf Culture, and their native language and culture.

**Standard 5: Communities** - *Students will participate in multilingual communities at home and around the world.*

Students use ASL both within and beyond the school setting, and for personal enjoyment and enrichment

## Essential Learning Results Level II (Beginning)

### *BVSD World Languages Content Standards*

## New Century Graduate Standards for Second Language Acquisition

**Standard: Listening** - Students listen to and derive meaning from American Sign Language

In order to meet this standard, a Level II student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard: Reading** - Students read and derive meaning from a variety of materials using American Sign Language.

In order to meet this standard, a Level II student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard: Speaking** - Students speak in American Sign Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level II student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard: Culture** - Students acquire and use knowledge of cultures while developing American Sign Language skills.

In order to meet this standard, a Level II student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

*BVSD World Languages Course Outline*

# American Sign Language II

**Course Description:**

American Sign Language II furthers the study of grammar, vocabulary idioms, multiple meaning words, finger spelling, classifiers through text, signing presentations, dialogues, cultural experiences, and supported written word.

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity**-- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** --World Languages open doors not only to other languages, but also to other cultures, peoples and lands.

**Instructional Strategies:**

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessment

**Standards:**

1. *Communication:* Communicate in American Sign Language.
2. *Culture:* Gain knowledge and understanding of American Deaf culture and the Deaf World.
3. *Connections:* Connect with other disciplines and acquire information in ASL.
4. *Comparisons:* Develop insight into the nature of language and culture.
5. *Communities:* Participate in multilingual communities, at home and around the world.

**Noun-verb pairs**

**Personal and Possessive pronouns**

**Modifying Signs**

**Negative responses: NO, NOT, NONE**

**Key Concepts and Structures**

**Contrastive structure**

**Modifying adjectives**

**Non-manual behaviors**

**Dual pronouns: US-TWO**

**Spatial markers and nonmanual markers**

**Noun-adjective structure**

**Reference Points**

**Idioms**

**Directional Verbs**

**Signer's Perspective**

**Plus Expansion of Level I Key Concepts and Structures**

**Student self-assessment:**

Based on the **Standards, Topics** and **Key Concepts and Structures** listed here, students should ask themselves ...

1. Can I understand and communicate in American Sign Language?
2. Can I explain the American Deaf culture?
3. Can I connect my knowledge of American Sign Language to other disciplines?
4. Am I developing insight into my own language and culture through American Sign Language?
5. Do I participate in wider communities of American Sign Language and culture?

**Level I Topics:**

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Level II Topics:**

1. Body Parts, Health and Fitness
2. Daily Routines
3. Description of People, Personalities and Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation
11. Plus Expansion of Level 1 Topics

### Body Parts, Health & Fitness:

- Identification of body parts including anatomy of ear
- Expressions of state of health
- Fitness activities
- Diet
- ↳ *Connecting Topics:* Daily Routines; Descriptions of People, Personalities & Nationalities; Dining Out, Leisure Time; Shopping, Sports
- 🌐 *Culture:* Anatomy of ear, physics of hearing, types and causes of hearing loss

### Daily Routines:

- Personal hygiene and habits
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

### Description of People, Personalities & Nationalities:

- Physical and personality attributes
- Fashion
- Professions
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Leisure Time; Shopping; Sports
- 🌐 *Culture:* Celebrations; famous people ADA

### Dining Out:

- Table settings
- Table conversation
- Ordering from menu
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Leisure Time; Travel & Transportation
- 🌐 *Culture:* Timing and duration of meals; tipping; courses; meal times; meal-time expressions

### Directions:

- Directions to a place
- Directions on how to do something
- Metric and English system vocabularies
- Numbers: 101-1000
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Shopping; Travel & Transportation

## American Sign Language II Learning Experiences & Performance Indicators

Using the three skills of **listening, speaking, and writing** students will be able to understand and communicate knowledge of these topics context of the **culture**

### Leisure Time:

- School clubs
- Vacations
- Free time activities
- Family and community events
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Similarities and differences in participation

### School Schedule:

- Names and order of classes
- Preferences
- Locations within school
- Routine
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Print and non print resources

### Shopping:

- Variety of stores and merchandise
- Clothing, food, beverages
- Opinions
- Quantities and size
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Directions; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Seasonal availability; purchasing

### Sports:

- Names and equipment
- Preferences
- Abilities
- Sports clothing
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Leisure Time; School Schedule; Shopping; Travel & Transportation
- 🌐 *Culture:* Sports figure, school accommodation

### Travel & Transportation:

- Local travel
- Geographic names
- Cardinal directions
- Trip preparation, itinerary, tickets and reservations
- Modes of transportation
- ↳ *Connecting Topics:* Dining Out; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Technology

## Plus Expansion of Level I Topics and Key Concepts and Structures

## American Sign Language II Performance Indicators

Topic	Communication	Culture
Body Parts, Health and Fitness	<ul style="list-style-type: none"> <li>Names basic body parts.</li> <li>Interprets and presents information about state of health using common expressions.</li> <li>Interprets and presents information on fitness activities and diet</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the anatomy of the outer, middle, and inner ear including all parts and functions.</li> <li>Explains the physics of hearing and how people perceive sound.</li> <li>Describes the different types and causes of hearing loss.</li> </ul>
Daily Routines	<ul style="list-style-type: none"> <li>Interprets and presents information about personal hygiene and habits.</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and difference in personal routines.</li> </ul>
Description of People and Personalities	<ul style="list-style-type: none"> <li>Identifies, exchanges, and presents personal and biographical information including physical descriptions and personality attributes.</li> <li>Exchanges, interprets, and describes information about fashion.</li> <li>Exchanges, interprets, and describes information about professions</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and describes Deaf heritage by identifying the contributions made by people who are deaf in all aspects of life.</li> <li>Describes legislation affecting career choices and accommodations (e.g., the Americans with Disabilities Act).</li> </ul>
Dining Out	<ul style="list-style-type: none"> <li>Comments on, inquires about, and makes selections from a menu.</li> <li>Interprets and describes table settings and table conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Explains eating customs including timing and duration of meals, tipping, courses, meal times, and meal time expressions.</li> </ul>
Directions	<ul style="list-style-type: none"> <li>Asks for or gives simple directions to specified locations or on how to carry out a procedure.</li> <li>Follows oral and written directions to a specified location or on how to carry out a procedure.</li> <li>Interprets and presents information using numbers 101-1000.</li> </ul>	
Leisure Time	<ul style="list-style-type: none"> <li>Interprets and provides information about present and past leisure activities including school clubs, vacations, leisure time activities, family events, and community events.</li> </ul>	<ul style="list-style-type: none"> <li>Compares participation in leisure activities for members of the deaf community.</li> </ul>

## American Sign Language II Performance Indicators (continued)

Topic	Communication	Culture
School Schedule	<ul style="list-style-type: none"> <li>• Interprets and presents information about course schedules including names and order of classes.</li> <li>• Provides information regarding personal preferences about courses.</li> <li>• Describes locations within the school building.</li> <li>• Presents information regarding daily routines in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the range of print and nonprint resources in order to gather information (e.g., web sites for deaf associations, deaf businesses, professional agencies and associations).</li> </ul>
Shopping	<ul style="list-style-type: none"> <li>• Describes types of stores and merchandise.</li> <li>• Presents personal preferences for style and design of clothing, food and beverages.</li> <li>• Interprets and presents information about size, price, and quantity of items using authentic items.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes merchandise in terms of its seasonal availability.</li> <li>• Describes how to purchase items at a store.</li> </ul>
Sports	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about names, clothing and equipment used for sport activities.</li> <li>• Presents information on personal preferences for sporting activities.</li> <li>• Describes the personal abilities required for a sport activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies sports figures who in the Deaf community and beyond.</li> <li>• Describes accommodations needed to participate in events at the school or broader Deaf community</li> </ul>
Travel and Transportation	<ul style="list-style-type: none"> <li>• Describes local travel.</li> <li>• Describes locations using geographic names.</li> <li>• Asks for or gives simple directions to specified locations using cardinal directions.</li> <li>• Follows oral and written directions to a specified location.</li> <li>• Asks and answers questions about past or future travel plans and destinations including trip preparation, itinerary, tickets, and reservations.</li> <li>• Interprets and presents information about modes of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses how technology is used to access and exchange information with and within the Deaf community (e.g., closed captioning, text telephones, relay services).</li> </ul>

## Key Concepts and Structures

- Personal and Possessive pronouns
- Noun-adjective structure
- Negative responses: NO, NOT, NONE
- Contrastive structure
- Modifying signs
- Modifying adjectives
- Non-verb pairs
- Dual pronouns: US-TWO
- Non-manual behaviors
- Noun/verb pairs
- Spatial markers and nonmanual markers
- Reference points
- Signer's perspective
- Directional verbs
- Idioms