

American Sign Language: Grade 2

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 2.1C

1 Interpersonal: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions. 2.1C.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. 2.1C.1I

- 1 I can recognize and express basic greetings and farewells. Examples: Hello and Good-bye 2.1C.1I.1
- 2 I can recognize and state basic personal information. Examples: Name, age, family members, colors, animals. 2.1C.1I.2
- 3 I can recognize and express basic opinions and feelings through several-word responses. 2.1C.1I.3
- 4 I can identify places, transportation, occupations, and animals using ASL. 2.1C.1I.4
- 5 I can express conversational phrases with peers and adults. Examples: (Please, bye, thank you, and excuse me). 2.1C.1I.5
- 6 I can sign the WH questions vocabulary. Examples: Who, where, when, why, what, and how 2.1C.1I.6

2 Interpretive: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics. 2.1C.2I

2I. 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. 2.1C.2I

- 1 I can comprehend and respond to simple commands and requests. Examples: Signing please and thank you; following the one or more step directions in classrooms and outside classrooms. 2.1C.2I.1
- 2 I can comprehend numbers of 1-100 in ASL. 2.1C.2I.2
- 3 I can identify recognize most commonly used ASL handshapes (BASCO15) and more complex handshapes such as P, F, G, K, and E. 2.1C.2I.3
- 4 I can recognize WH-questions in ASL storytelling. Examples: Who, where, when, why, what questions. 2.1C.2I.4

3 Presentational: Students present information, concepts, and ideas to an audience of viewers in American Sign Language. 2.1C.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. 2.1C.P
- 1 I can recite grade level rhymes and poetry found in ASL. (up to seven lines) 2.1C.P.1
 - 2 I can present complex and prepared material with the teacher's guidance. Examples: Show and tell and sharing photos or drawings. 2.1C.P.2
 - 3 I can present a simple ASL rhyme poem (up to seven lines). Examples: ASL rhymes, using basic handshapes (BASCO15) and some complex handshapes found on YouTube. 2.1C.P.3
 - 4 I can describe familiar objects, occupations, transportation, animals, colors, places, and people. Examples: Shapes, colors, people, things, and places (home and school). 2.1C.P.4

Interact with cultural competence and understanding. 2.2C

1 Relating to Cultural Practices through Interactions - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture. 2.2C.RC

- RC.** Proficiency Benchmark: I can interact at a survival level in some familiar everyday contexts. 2.2C.RC
- 1 I can explore daily activities of Deaf people, their norms and their values . Examples: Practicing waking up using visual alerts; determining whether there is adequate lighting in the room for visual communication; inviting a Deaf guest speaker to answer common questions about being Deaf. 2.2C.RC.1
 - 2 I can participate in grade level cultural activities. Example: Celebrating Clerc and Gallaudet Week in December and Deaf understanding month in September. 2.2C.RC.2
 - 3 I can demonstrate how to use various proper attention-getting strategies. Examples: Tap on the shoulder, stomp on the floor, and turn the lights on and off. 2.2C.RC.3
 - 4 I can examine elements of Deaf art including hands, handshapes, and eyes. Examples: Playing with handshape blocks; using handshape cards; coloring handouts. 2.2C.RC.4
 - 5 I can identify famous Deaf people (Laurent Clerc, Thomas Gallaudet, Helen Keller, and Marlee Matlin). Examples: Find pictures from the Internet. 2.2C.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. 2.3C

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 2.3C.IP

IP. Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available in Deaf culture. 2.3C.IP

- 1 I can use simple and complex signs and/or phrases to identify familiar objects-based complex concepts from other content areas. Examples: Showing signs for animals; transportation; occupations, family members, describing weather; and identifying food items. 2.3C.IP.1
- 2 I can integrate ASL numbers up to 10 when making observations about people and things. Examples: Counting objects; using the calendar; talking about the size of families. 2.3C.IP.2
- 3 I can identify family members, family relationships, and where they are from. Examples: Bringing pictures of family members to class; practicing fingerspelling the names of family members or showing personal name signs. describing the relationships between family members. 2.3C.IP.3
- 4 I can identify Deaf people's community/places, people, and transportation. Examples: Identifying community locations, such as a church, school, home, and library, briefly describing the primary duties of emergency service personnel; describing the types of transportation used in the local community. 2.3C.IP.4
- 5 I can use spatial understanding to identify and outline shapes. Examples: Identifying the names of shapes; using index fingers to outline two-dimensional shapes, demonstrating tracing classifiers to outline specific three-dimensional shapes. 2.3C.IP.5

2 Making Connections - Learners reinforce and further their knowledge of other disciplines through American Sign Language. 2.3C.MC

MC. Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available through ASL and its culture. 2.3C.MC

- 1** I can identify and express ASL complex vocabularies through various uses of digital visual media. Examples: Grade level language websites, TV programs, and children's programs. 2.3C.MC.1
- 2** I can view and recognize complex handshapes. Example: Using YouTube videos. 2.3C.MC.2
- 3** I can view and perform complex greetings and handshape rhymes in ASL. Examples: Sing happy birthday songs; viewing handshape holiday stories; viewing handshape stories. 2.3C.MC.3
- 4** I can develop familiarity with the aesthetic value of rhythm, timing, and vibrations. Examples: Playing with drums; feeling the vibrations from speakers; engaging in simple physical activities based on timing. 2.3C.MC.4
- 5** I can develop an understanding of how lighting in rooms may be used for different purposes. Examples: Using lights to get someone's attention; playing musical chairs with light rather than sound; experimenting with the effects of light and dark on communicating in ASL. 2.3C.MC.5
- 6** I can develop appreciation for the hands and eyes. Examples: Using coloring books; engaging in art projects; playing with play-dough. 2.3C.MC.6

Develop insight into the nature of language and culture in order to interact with cultural competence. 2.4C

1 Language Comparisons - Learners discuss the nature of language through comparisons of American Sign Language and other languages. 2.4C.LC

LC. Proficiency Benchmark: I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries). 2.4C.LC

- 1** I can recognize the words /signs and complex sentences shared between ASL and English. 2.4C.LC.1
 - 2** I can recognize and use authentic simple and complex forms of addressing others in everyday situations. 2.4C.LC.2
 - 3** I can compare the alphabet and numbers in English and handshapes in ASL. Examples: Playing games that include a variety of ASL handshapes; viewing animated ASL handshapes on the computer, drawing pictures of alphabet letters or numbers and making ASL handshapes out of dough. 2.4C.LC.3
 - 4** I can experiment with forming grade level facial expressions and non-manual signals. Examples: Practicing facial expressions based on simple emotions (happy, sad, surprised, etc.); observing topicalization when being asked questions; interpreting the meaning of various facial expressions found in photos or other sources. 2.4C.LC.4
 - 5** I can recognize contributions from Deaf culture. Examples: Art, values, famous people, closed captioning, football huddle, baseball umpire signals, etc. 2.4C.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. 2.5C

1 School and Global - Learners use American Sign Language within and beyond the school setting. 2.5C.SG

SG. Proficiency Benchmark: I can use ASL both within and beyond the classroom to interact and learn in the Deaf community. 2.5C.SG

- 1 I can apply signs and sentences learned from American Sign Language classroom out of the school and/or community. Example: Use American Sign Language to teach basic vocabulary to friends and family. 2.5C.SG.1
- 2 I can recognize the use and explain American Sign Language in the learner's community. 2.5C.SG.2
- 3 I can demonstrate understanding for the similarities between ASL/English and Deaf and Hearing culture. Examples: Understanding that Deaf people use their eyes the way hearing people hear with their ears; observing differences in being able to communicate through windows or across wide spaces with ASL, and being able to talk in the dark in spoken English; identifying ways people are different, yet similar. 2.5C.SG.3