

American Sign Language: Grade 9

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 9.1C

- 1 Interpersonal: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.** 9.1C.1L
 - 1l. 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. 9.1C.1L
 - 1 I can use ASL to discuss matters of personal importance, such as memorable experiences, important life events, and ambitions for the future. Examples: Interviewing classmates; planning a Deaf-related event; sharing information to construct a personal timeline. 9.1C.1L.1
 - 2 I can communicate with Deaf peers from the local community and / or school to identify similarities and differences in education, family, home life, recreation, and activities. Examples: Hosting a Silent Dinner; attending a local school for the Deaf picnic; establishing a video-conference to discuss current events. 9.1C.1L.2
 - 3 I can view ASL vlogs to identify a contemporary issue in the Deaf World and discuss its importance and relevance to themselves. Examples: Creating a poster of a controversial issue; collaborating on recording a video newsletter; hosting a debate on a current issue. 9.1C.1L.3
 - 4 I can communicate in a range of formal and informal scenarios using contextually appropriate linguistic and cultural behaviors. Examples: Expressing condolences; making formal introductions; inviting Deaf peers to a party. 9.1C.1L.4
 - 5 I can use ASL to obtain Deaf-related resources, products and services. Examples: Gathering information at Deaf understanding exhibitions; visiting an open house at a school for the Deaf or local program with Deaf students; planning an order from a Deaf product catalog or online. 9.1C.1L.5

2 Interpretive: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics. 9.1C.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. 9.1C.2I
- 1 I can understand the main ideas or themes from live or video material on topics of personal interest. Examples: Understanding ASL television programs such as interviews and talk shows; commenting on presentations by peers about hobbies and favorite activities; responding to online ASL vlogs. 9.1C.2I.1
 - 2 I can identify the principal characters and / or events and details in age-appropriate ASL literature, including poetry and narratives. Examples: ABC, number, and handshake stories; personal narratives; jokes and puns. 9.1C.2I.2
 - 3 I can interpret gestures, facial expressions, non-manual signals, and other visual cues. Examples: Explaining the meaning of a gesture; identifying topicalization; matching signs with pictures of various facial expressions. 9.1C.2I.3
 - 4 I can understand announcements, information, and messages related to daily activities and other school subjects. Examples: Viewing daily bulletins in ASL; creating a school schedule for a student based on video preferences; viewing a peer's ASL vlog. 9.1C.2I.4
 - 5 I can use knowledge acquired in other settings and from other subject areas to comprehend live and video messages in ASL. Examples: Watching a guest speaker discuss his / her Deaf heritage; using knowledge gained from reading Deaf newspapers to understand ASL vlogs; studying foreign cultures to understand Deaf immigration issues. 9.1C.2I.5

3 Presentational: Students present information, concepts, and ideas to an audience of viewers in American Sign Language. 9.1C.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. 9.1C.P
- 1** I can learn how to identify the parameters of ASL, including handshape, location, movement, palm orientation, and non-manual signals. Examples: Giving examples of each parameter; discussing handshape families; categorizing related signs based on meaning. 9.1C.P.1
 - 2** I can analyze and compare the meaning of selected classifiers. Examples: Identifying size and shape specifiers, comparing entity classifiers (animal, person); describing handle classifiers. 9.1C.P.2
 - 3** I can present skits, recite selected poems, tell anecdotes, and perform stories in ASL for school events. Examples: Presenting humorous stories; dramatizing the lives of Deaf pioneers in different fields; reciting the works of famous Deaf poets such as Patrick Graybill, Ella Mae Lentz, and Clayton Valli. 9.1C.P.3
 - 4** I can create video messages on topics of personal interest, school routines, and community events. Examples: Creating a public service announcement; giving step-by-step directions; delivering a report on Deaf culture norms or history. 9.1C.P.4
 - 5** I can express preferences and feelings about information they have gathered about events, experiences, everyday activities and other school subjects. Examples: Sharing stories about personal experiences; delivering a persuasive argument; presenting information learned in other subjects. 9.1C.P.5
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Interact with cultural competence and understanding. 9.2C

1 Relating to Cultures through Interactions - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture. 9.2C.RC

RC. Proficiency Benchmark: I can interact at a survival level in some familiar everyday contexts. 9.2C.RC

- 1 I can demonstrate familiarity with informal and formal social customs and practices of Deaf people. Examples: Role-playing interrupting a conversation properly; modifying greetings and farewells according to age; demonstrating how to navigate through groups of people. 9.2C.RC.1
 - 2 I can understand expected social behaviors when interacting with mixed groups of Deaf and hearing individuals at Deaf events. Examples: Practicing contextual use of visual applause to show enjoyment of entertainment; understanding the offensive nature of speaking rather than signing in mixed company; participating in cultural activities at a Deaf sporting event, such as foot stomping, cheers, and drum beating. 9.2C.RC.2
 - 3 I can learn about and participate in activities enjoyed by Deaf youth such as games, sports, dance, drama, and celebrations. Examples: Watching a Deaf play; attending an ASL poetry competition; celebrating Deaf Awareness Week. 9.2C.RC.3
 - 4 I can demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives. Examples: Using a videophone; placing a video relay call; texting and / or using ASL to communicate on a mobile phone. 9.2C.RC.4
 - 5 I can investigate aspects of American Deaf culture that are handed down generation to generation. Examples: Watching classic Deaf jokes and stories; examining the value of having Deaf children; understanding the role of Deaf clubs and schools for the Deaf. 9.2C.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. 9.3C

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. 9.3C.IP

IP. Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available in Deaf culture. 9.3C.IP

- 1 I can identify and learn about expressive products of Deaf culture, such as stories, poetry, art, and literature, and explore the way in which these products reflect the lifestyles and perspectives of Deaf people. Examples: Analyzing Chuck Baird's Mechanical Ear; viewing narratives by Patrick Graybill; watching films produced by Deaf filmmakers such as Peter Wolf, Mark Wood, and Laura Harvey. 9.3C.IP.1
- 2 I can study and produce simple forms of various products of Deaf culture such as poetry, art, and film and develop an appreciation of these cultural products. Examples: Developing ABC and number stories; creating art; making short film clips on topics related to Deaf culture. 9.3C.IP.2
- 3 I can recognize the contributions of Deaf scientists and scholars to science, medicine, astronomy, mathematics, chemistry, agriculture, economics, and social sciences. Examples: Researching the contributions of Ruth Fulton Benedict to anthropology; investigating Olaf Hassel's impact on astronomy. 9.3C.IP.3
- 4 I can watch ASL films or vlogs that are popular with young Deaf people. Examples: Viewing films produced by Wayne Betts; watching humorous anecdotes by Deaf performers; viewing stories by Deaf peers. 9.3C.IP.4
- 5 I can identify, discuss, and analyze sub-groups in the Deaf community and their themes, ideas, and perspectives. Examples: Discussing the film and TV programs Love Is Never Silent and Switched at Birth; analyzing the experiences of Black Deaf Americans; exploring the lives of Deafblind individuals. 9.3C.IP.5

2 Making Connections - Learners reinforce and further their knowledge of other disciplines through American Sign Language. 9.3C.MC

MC. Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available through ASL and its culture. 9.3C.MC

- 1** I can comprehend short videos in ASL related to other disciplines such as social studies, science, technology, and the arts. Examples: Viewing a presentation on a health topic; learning about the life of Laurent Clerc; watching ASL vlogs about traveling in foreign countries. 9.3C.MC.1
 - 2** I can present live or video reports in ASL on topics being studied in other classes. Examples: Explaining the importance of nutrition; outlining steps to becoming more environmentally conscious; presenting a cooking lesson. 9.3C.MC.2
 - 3** I can demonstrate understanding of how to apply ASL numbers to different contexts. Examples: Explaining sport scores; describing units of measurement including heights and weights; presenting temporal aspects related to age and time. 9.3C.MC.3
 - 4** I can expand their knowledge in other subject areas on topics of personal interests. Examples: Identifying the parts of a vehicle; learning about personal hygiene; discussing technology and technical equipment. 9.3C.MC.4
 - 5** I can explain in depth on their study of world history by studying the history of the Deaf world. Examples: Creating a timeline of major persons and events in Deaf history; learning about the French roots of the American Deaf community; studying ancient Greek and Roman perspectives towards Deaf people. 9.3C.MC.5
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Develop insight into the nature of language and culture in order to interact with cultural competence. 9.4C

1 Language Comparisons - Learners discuss the nature of language through comparisons of American Sign Language and other languages. 9.4C.LC

- LC. Proficiency Benchmark: I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries). 9.4C.LC
- 1 I can demonstrate an understanding of ways to express respect and communicate status differences in ASL and English. Examples: Describing the differences between communicating with children and adults; explaining the differences between signing an informal conversation and delivering a staged presentation; conducting a research project on how Deaf and hearing people introduce others in casual situations and on stage. 9.4C.LC.1
 - 2 I can demonstrate an ability to recognize and correctly use the non-manual signals that are distinctive to ASL. Examples: Comparing similarities and differences of non-manual signals in ASL and prosodic features in English; describing the non-manual signals used by a Deaf storyteller; giving examples of non-manual signals used in an ASL vlog. 9.4C.LC.2
 - 3 I can recognize differences and similarities in word order, verb formation, and nouns in ASL and English. Examples: Comparing the subject-verb-object word order of English and the topic-comment feature of ASL; describing how adjectives and adverbs differ in ASL and English; identifying how reduplication distinguishes nouns and verbs in ASL. 9.4C.LC.3
 - 4 I can compare the temporal aspects of ASL and English. Examples: Describing the temporal framework used in ASL and English; examining the incorporation of numbers to represent the frequency of temporal aspect in ASL; investigating different ways to indicate duration by including temporal aspects. 9.4C.LC.4
 - 5 I can analyze different categories of depicting verbs and classifiers used in ASL. Examples: Giving examples of Size and Shape Specifiers and locative classifiers; identifying which classifiers are classified in the “ground” and “figures” categories of using space; labeling classifiers as depictive, manipulative, and body part. 9.4C.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. 9.5C

1 School and Global - Learners use American Sign Language within and beyond the school setting. 9.5C.SG

SG. Proficiency Benchmark: I can use ASL both within and beyond the classroom to interact and learn in the Deaf community. 9.5C.SG

- 1 I can use ASL to communicate with peers and other members of the Deaf community about daily life, various experiences, and special events. Examples: Exchanging video letters about school and life with Deaf peers; giving a presentation on a recent vacation; explaining a traditional family celebration. 9.5C.SG.1
- 2 I can interact with ASL users in the Deaf community to learn about community relations and possible future career options. Examples: Interviewing a person who uses ASL in their work and summarizing the information for classmates; researching occupations common in the Deaf community; investigating different places Deaf people work in the student's community. 9.5C.SG.2
- 3 I can use ASL to plan activities that benefit the school or community. Examples: Organizing a school fundraising event with an ASL theme; hosting a Deaf art show; performing ASL poetry at school talent nights. 9.5C.SG.3
- 4 I can use ASL to participate in Deaf community activities and projects with Deaf peers outside of school. Examples: Volunteering at a local community center; visiting events for Deaf senior citizens; organizing a Silent Dinner or ASL chat get-together. 9.5C.SG.4
- 5 I can invite community members to participate in ASL or Deaf related school events. Examples: A Deaf guest speaker addressing career options; providing ASL tutoring; giving a demonstration of an ASL story. 9.5C.SG.5