Grades 9-12: American Sign Language, Advanced Independent Study

Adopted 2014

American Sign Language, Advanced Independent Study

1. **Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:** AA.1
   - A. engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an advanced proficiency level; AA.1.A
   - B. demonstrate an in-depth understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics; AA.1.B
   - C. convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the advanced proficiency level; AA.1.C
   - D. demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the advanced proficiency level; and AA.1.D
   - E. create and express ASL literature, including handshape stories, that follows traditional cultural features. AA.1.E
2. **Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:** AA.2
   - A. apply ASL to recognize and use Deaf cultural norms to demonstrate an in-depth understanding of the perspectives of American Deaf culture; AA.2.A
   - B. apply ASL to show evidence of an in-depth appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; AA.2.B
   - C. apply ASL to show evidence of an in-depth appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and AA.2.C
   - D. demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture. AA.2.D
3. **Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:** AA.3
   - A. use resources and digital technology to gain access to extensive information about ASL and Deaf culture; and AA.3.A

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B. apply ASL at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas. AA.3.B

4. **Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:** AA.4

   A. apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; AA.4.A

   B. apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and AA.4.B

   C. apply ASL at the advanced proficiency level to demonstrate an understanding of how one language and culture can influence another. AA.4.C

5. **Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:** AA.5

   A. apply ASL at the advanced proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events; AA.5.A

   B. use technology to communicate with the Deaf/ASL community; and AA.5.B

   C. show evidence of becoming a lifelong learner by using ASL at the advanced proficiency level for personal enrichment and career development. AA.5.C