

Georgia Performance Standards for American Sign Language – Level I

Georgia Performance Standards

American Sign Language (ASL) Level I

I. Communication

Interpersonal Mode of Communication (IP)

- ASL1.IP1 Students exchange simple information in the target language, utilizing cultural references where appropriate. Students will:
- A. Produce gestures, handshapes, movements, facial expressions and pantomime. (e.g., marked and unmarked handshapes, emotions).
 - B. Produce and recognize appropriate attention-getting behaviors (eg., hand wave, shoulder tap).
 - C. Sign basic greetings, introductions, farewells and expressions of courtesy (e.g., eye gaze, turn taking, please and thank you).
 - D. Express like/dislike and agreement /disagreement (e.g., yes, no, maybe, negation, want/don't want).
 - E. Make simple requests (e.g., basic directional verbs, stand/sit, don't mind).
 - F. Ask for clarification (e.g., "what," again, understand).
 - G. Give simple descriptions (e.g., introduction to size and shape specifiers, classifiers, adjectives).
 - H. Follow and give simple directions (e.g., use of space, far/near, left/right).
 - I. Ask questions and provide responses based suggested topics (e.g., yes/no and wh- questions).
 - J. Use sequenced information meaningfully (e.g., telling time, days of the week, months, seasons, expressive fingerspelling, numbers 0 -100).
- ASL1.IP2 Students demonstrate skills necessary to sustain exchanges in the target language. Students will:
- A. Initiate, participate in, and close a brief exchange (e.g., turn taking and dialogue).
 - B. Demonstrates SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency.

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Interpretive Mode of Communication (INT)

ASL1.INT1 Students demonstrate an understanding of the target language through a variety of media and based on topics such as self, family, school, etc. Students will:

- A. Identify main ideas and some details, while viewing an ASL signed narrative.
- B. Comprehend simple culturally authentic ASL genres (e.g., ABC and number stories and poetry).
- C. Understand simple instructions, such as classroom procedures.
- D. Demonstrate SLPI Novice+ to Survival and ASLPI Level 1 to 2 proficiency receptive skills.

ASL1.INT2 Students will comprehend signed and non-manual markers to understand simple messages in the target language. Students will:

- A. Differentiate among statements, questions, and commands (e.g., yes/no, WH, rhetorical questions, commands).
- B. Recognize basic non-manual markers (e.g., facial grammar, mouth phonemes/morphemes).

Presentational Mode of Communication (P)

ASL1.P1 Students present information that contains a variety of vocabulary, phrases, and patterns. Students will:

- A. Present informational narratives (e.g., calendar, sports, weather).
- B. Present personal narratives (e.g., family tree, house description).
- C. Demonstrate SLPI Novice + to Survival and ASLPI Level I to 1.5 proficiency expressive skills.

ASL1.P2 Students present brief, rehearsed material in the target language, such as dialogues, skits, and poetry. Students will:

- A. Demonstrate SLPI Novice + to Survival and ASLPI Level I to I.5 proficiency skills in presenting rehearsed material (e.g., ABC/number stories, skits, assigned topics).

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- B. Demonstrate comprehension of rehearsed material. (videotape as well as live performance)

II. Cultural Perspectives, Practices, and Products

- ASL1.CU1 Students develop an awareness of perspectives, practices, and products of the cultures where the target language is used. Students will:
- A. Demonstrate knowledge of contributions target culture to civilization (e.g., technology; art; theater and plays; sign language/deaf literature, media, games and jewelry).
 - B. Identify commonly held viewpoints of the culture (e.g., cultural vs. medical views of deafness, D/d deaf, residential vs. inclusive models of education).
 - C. Describe customs and traditions of the culture, such as greetings, celebrations, and courtesies (e.g., name signs, homecoming, deaf/hearing/hard of hearing, deaf only organizations).

III. Connections, Comparisons, and Communities

- ASL1.CCC1 Students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. Students will:
- A. Demonstrate knowledge of the evolution and spread of American Sign Language (e.g., travels of T.H. Gallaudet; location of residential schools; Martha's Vineyard; Gallaudet University/NTID/CSUN; regional signs).
 - B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g., practice math fact drills; English/ASL grammar; famous deaf people; receptive fingerspelling).
 - C. Relate content from other subject areas to topics discussed in the language class (e.g., literature by or for deaf people; appearance of deaf characters in TV drama; sports; sign for and from other countries).
- ASL1.CCC2 Students demonstrate an understanding of the significance of culture through comparisons between the culture studied and the students' own culture. Students will:

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- A. Compare patterns of behavior and interaction in the students' own culture with those of the target culture (e.g., phone/TV access; ring signalers, visual noise; proxemics; eye contact; driving; use of interpreters).
 - B. Demonstrate an awareness of elements of the students' own culture (e.g., communication and social interaction; other languages in the home, extended family).
- ASL1.CCC3 Students compare basic elements of the target language to the English language. Students will:
- A. Recognize similarities and differences in English and the target language regarding idioms, slang (e.g., simple translations to /from English and ASL).
 - B. Recognize basic sign parameters and inflectional patterns (e.g., same/different).
- ASL1.CCC4 Students demonstrate an awareness of current events in the target culture. Students will:
- A. Give information about current events of target cultures (e.g., Deaf President Now, oral vs. manual).
 - B. Understand the impact of current events of the target culture (e.g., outcomes of Deaf President Now, No Child Left Behind, FCC-Video Phone, Americans with Disabilities Act, Miss Deaf America).
- ASL1.CCC5 Students identify situations and resources in which the target language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes. Students will:
- A. Identify examples of the target language and the culture studied that are evident in and through media, entertainment, and technology (Vlogs, ASL movies, careers requiring sign language skill).
 - B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture studied. (e.g., National Association of the Deaf, Registry of Interpreters for the Deaf, National Black Deaf Advocates, ASL web browser, Deaf Nation, local events).