Georgia Performance Standards for American Sign Language – Level II

Georgia Performance Standards

American Sign Language (ASL) Level II

I. Communication

Interpersonal Mode of Communication (IP)

ASL2.IP1 Students exchange information in the target language, utilizing cultural references where appropriate. Students will:

A. Express needs and preferences (e.g., compare/contrast).

B. Express feelings and emotions (e.g., varying degrees of intensity, inflection).

C. Request help and clarification (e.g., how to communicate at a Deaf event).

D. Give descriptions (e.g., advanced classifiers).

E. Give and follow directions and instructions (e.g., locatives, and indexing).

F. Ask questions and provide responses based on topics such as self, others, and immediate environment.

G. Ask questions and provide responses about plans and events (e.g., time markers, listing, and sequencing).

ASL2.IP2 Students demonstrate skills necessary to initiate, sustain and close exchanges in the target language. Students will:

A.   Initiate, participate in, and close an exchange.

B.   Use simple paraphrasing to convey and comprehend messages (e.g., retelling, and create story from picture stimuli).

C. Use non-manual aspects of ASL to convey and comprehend messages (e.g., eye gaze, and role shifting).

D. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency in target language exchanges.

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Interpretive Mode of Communication (INT)

ASL2.INT1 Students understand information on new and familiar topics presented in the target language through a variety of media including authentic narratives and materials. Students will:

 A. Identify main ideas and essential details while viewing an ASL signed narrative.

 B. Comprehend culturally authentic ASL genres (e.g., poetry, jokes, and stories).

 C. Understand instructions (e.g., 2-3 step directions, recipes).

 D. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency receptive skills.

ASL2.INT2 Students will comprehend signed and non-manual markers to understand messages in the target language. Students will:

 A. Differentiate among statements, questions, and commands (e.g., reciprocal verbs, distributional verbs).

 B. Comprehend basic non-manual markers (e.g., facial grammar, mouth phonemes/morphemes).

Presentational Mode of Communication (P)

ASL2.P1 Students present information using newly acquired vocabulary, phrases, and patterns. Students will:

 A. Retell main ideas and essential details from level-appropriate ASL materials (e.g., summarizing signed narratives).

 B. Give brief, organized signed presentations, using visual and technological support as appropriate.

 C. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency expressive skills.

ASL2.P2 Students present rehearsed and unrehearsed material in the target language, such as dialogues, skits, and poetry. Students will:

 A. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency sign production skills of rehearsed and unrehearsed materials.

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      B. Demonstrate comprehension of material.

II. Cultural Perspectives, Practices, and Products (CU)

ASL2.CU1 Students understand perspectives, practices, and products of the culture where the target language is used and how they are interrelated. Students will:

    A. Participate in real or simulated cultural events (e.g., sign-only meals and activities).

    B. Identify patterns of behavior typically associated with Deaf culture (e.g., Deaf clubs, Deaf sports).

    C. Examine international Deaf communities (e.g., foreign deaf communities and sign languages, international organizations, Deaf Way, World Federation of the Deaf, and Deaf Lympics).

III. Connections, Comparisons, and Communities (CCC)

ASL2.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. Give examples of historical perspectives of American Sign Language (e.g., French influence on ASL, Milan Conference, A.G. Bell and Thomas Minor Gallaudet, and educational environments).

    B. Relate information acquired in other subjects, such as the use of technology.

ASL2.CCC2 Students demonstrate an understanding of similarities and differences between the culture studied and the students' own culture(s). Students will:

    A. Compare and contrast social conventions of the target culture with the student(s)' own culture (e.g., family dynamics, deaf child/deaf parents, deaf child/hearing parents).

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ASL2.CCC3   Students develop a better understanding of the English language through a study of the target language. Students will:

A. Compare vocabulary usage and structural patterns of the target language with English (e.g., conjugation of verbs and time markers)

B. Use level-appropriate idiomatic expressions and slang in the target language (e.g., "loser", "whatever", train-gone-finish).

ASL2.CCC4   Students identify current events of the target culture. Students will:

A. Give information regarding major current events of the target culture.

B. Understand the impact of major current events on the target culture.

ASL2.CCC5   Students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. Students will:

A. Develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

B. Illustrate how the target language and culture studied are evident in and through the media, entertainment, and technology.

C. Locate and use resources in the target language, such as individuals and organizations accessible through the community.