



AMERICAN SIGN LANGUAGE III

GRADES 11-12 (Ocean Lakes High School only)

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students continue to develop their competency using the communicative skills for American Sign Language (ASL). They use the language in relevant and purposeful contexts to exchange information, interpret the language on a variety of topics, and make presentations to diverse audiences. In addition, culture is an integral part of meaningful language use.

PREREQUISITE

American Sign Language II

OPTIONS FOR NEXT COURSE

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

In March 1998, the Board of Education approved the proposal that ASL would receive world language credit toward meeting graduation requirements. For world languages, students pursuing an advanced diploma must successfully complete three years of one language or two years of one language and two years of another.

Students may begin the study of a new language, i.e., French I, Latin I or Spanish I (Grades 6-12), German I or Japanese I (Grades 7-12) or Russian I (Grades 9-12).

REQUIRED STUDENT TEXTBOOK

Signing Naturally II (Dawn Sign Press, 1993)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other audio/visual media, primary source documents, simulations, and computer programs.

AMERICAN SIGN LANGUAGE III

GOAL 1 – COMMUNICATION

Communicate in American Sign Language *

Standards

Interpersonal Mode (IP)

- 1.1 Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange opinions.

Interpretative Mode (IR)

- 1.2 Students understand and interpret American Sign Language on a variety of topics.

Presentational Mode (P)

- 1.3 Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

ASLIII.1.IP: Communication: Interpersonal

- Request or provide repair for communication breakdowns when exchanging information.
- Exchange information to give opinions and individual perspectives on a variety of topics.
- Exchange in American Sign Language level-appropriate information using suitable technology.

ASLIII.1.IR: Communication: Interpretive

- Identify the main plot, characterization, and setting in authentic American Sign Language literature.
- Identify main ideas and significant details on current and past events of Deaf culture.

ASLIII.1.P: Communication: Presentational

- Analyze products from the literary genres of American Sign Language.
- Present short stories, short plays, or poetry based on themes, ideas, or perspectives of the Deaf community.

GOAL 2 – CULTURES

Understand Cultural Contexts in which American Sign Language Occurs *

Standards

- 2.1 Students demonstrate an understanding of the relationship between practices and perspectives of Deaf culture.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the Deaf culture.

ASLIII.2.IP: Cultures: Interpersonal

- Ask and answer questions to understand the diversity of beliefs and attitudes within the Deaf.
- Ask and answer questions to understand various patterns of behavior and interaction typical of the Deaf culture.
- Ask and answer questions about solutions on issues and problems that are of concern to members of their own culture and to members of the Deaf culture.
- Interact with others in American Sign Language on current or past events that are of significance in the Deaf culture.

ASLIII.2.IR: Cultures: Interpretive

- Identify social, economic, legislative, and Institutional issues that affect or have affected the Deaf community.

ASLIII.2.P: Cultures: Presentational

- Summarize the contributions of Deaf culture.
- Analyze Deaf heritage as it relates to humor and the cultural arts.
- Analyze current events from the perspective of both the Deaf culture and their own culture.

GOAL 3 – CONNECTIONS

Use American Sign Language to Connect with Other Disciplines and Expand Knowledge *

Standards

- 3.1 Students reinforce and further their knowledge of other disciplines through their knowledge of and skills in using American Sign Language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and its cultures.

ASLIII.3.IP: Connections: Interpersonal

- Predict future technological advances that affect the Deaf, deafness, and American Sign Language.
- Exchange information on topics from other subject areas using American Sign Language.

ASLIII.3.IR: Connections: Interpretive

- Identify connections between the perspectives of the Deaf culture and socially approved behavior patterns.
- Identify diversity within the Deaf culture.

ASLIII.3.P: Connections: Presentational

- Present products and perspectives from the Deaf culture that have had or have an impact on past and current events.

GOAL 4 – COMPARISONS

Develop Insight through American Sign Language into the Nature of Language and Culture *

Standards

- 4.1 Students demonstrate understanding of the concept of culture through comparisons of the language studied and their own.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

ASLIII.4.IP: Comparisons: Interpersonal

- Interact with others to compare conversation initiator and conversation resuming techniques between American Sign Language and their own language.
- Exchange information to compare characters of Deaf culture and other cultures to those of other literary genres.
- Interact with others to compare differences between literary genres of American Sign Language and their own language.

ASLIII.4.IR: Comparisons: Interpretive

- Recognize comparable English idioms and nuances of meaning in American Sign Language and in their own language.
- Identify the chronological timeline of the evolution of American Sign Language.

ASLIII.4.P: Comparisons: Presentational

- Compare societal differences in Deaf culture and their own culture.
- Analyze relationships between products, practices and perspectives in American Sign Language and the Deaf culture and in their own language and culture.
- Demonstrate differences between auditory languages and the visual/conceptual language of American Sign Language, including homophones.

GOAL 5 – COMMUNITIES

Participate in American Sign Language Communities *

Standards

- 5.1 Students use the language both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

ASLIII.5.IP: Communities: Interpersonal

- Exchange information about personal experiences with deafness-related career opportunities and career opportunities for Deaf persons.
- Exchange information with members of the Deaf community on topics of personal interest, community, or world concern.

- Establish interpersonal relations with the Deaf community.

ASLIII.5.IR: Communities: Interpretive

- Identify Deaf owned businesses in the community and nationally.

ASLIII.5.P: Communities: Presentational

- Present information using American Sign Language about topics of personal interest to audiences from the Deaf community.

* Task Force of the National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, Kansas: Allen Press.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

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DEPARTMENT OF CURRICULUM AND INSTRUCTION

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