

Subject	Languages Other Than English (LOTE)
Course Title	§114.37 American Sign Language, Level IV (One Credit), Adopted 2014
<p>(a) General Requirements. Level IV can be offered in middle or high school. At the high school level, students shall be awarded one credit for successful completion of this course. American Sign Language (ASL) Levels I, II, and III are prerequisites for this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage receptively and expressively in conversations, to present information expressively to an audience, and to comprehend cultural and linguistic aspects of the language. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct signed communication with others without voice. Examples of this "two-way" communication include but are not limited to signing face to face or in a group discussion. Interpersonal communication includes receptive and expressive skills.</p> <p>(B) In interpretive (receptive) mode of communication, students demonstrate understanding of receptively viewed communication within appropriate cultural contexts. Examples of this type of "one-way" receptive comprehension include but are not limited to ASL video weblogs (or vlogs), other signed presentations, and signed DVD conversations.</p> <p>(C) In presentational (expressive) mode of communication, students present information in expressive form without voice to an audience of receptive listeners with whom there is no immediate expressive interaction. Examples of this "one-to-many" mode of communication include but are not limited to an expressively signed presentation to a group or recorded in some way where there is no receptive listener present to respond.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p> <p>(4) ASL difficulty has been determined by standards of the Foreign Service Institute and Defense Language Institute as a Level IV out of four (Level IV being the most difficult). The American Sign Language Teachers Association (ASLTA) states the challenge to ASL is primarily in the modality of learning. This conclusion is based on the complex grammar system and significant structural and cultural differences in the language. Students are generally seated in a semi-circle to facilitate visual communication, notes cannot be taken without looking away from the primary source of information, and instruction occurs in the target language where learning is done spatially and words are not processed sequentially. The linear nature of spoken language cannot be used in ASL and the simultaneous expression of complex units is used. The level of difficulty of ASL should be noted.</p>	

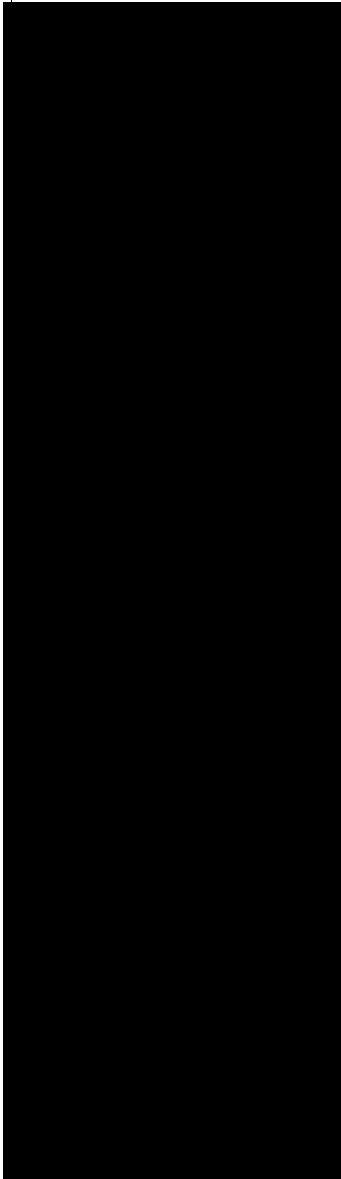
(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate-to-advanced proficiency level	(i) engage in a variety of ASL exchanges of learned material to socialize at an intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate-to-advanced proficiency level	(ii) engage in a variety of ASL exchanges of learned material to provide information at an intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate-to-advanced proficiency level	(iii) engage in a variety of ASL exchanges of learned material to obtain information at an intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(B) demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics	(i) demonstrate an understanding of ASL when dealing with familiar topics
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(B) demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics	(ii) demonstrate an understanding of ASL when dealing with unfamiliar topics
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level	(i) convey without voice information to others in ASL using concepts at the intermediate-to-advanced proficiency level

Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level	(ii) convey without voice information to others in ASL using classifiers at the intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level	(iii) convey without voice information to others in ASL using phrases at the intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level	(iv) convey without voice information to others in ASL using sentences at the intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level	(i) demonstrate appropriate usage of ASL phonology at the intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level	(ii) demonstrate appropriate usage of ASL morphology at the intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level	(iii) demonstrate appropriate usage of ASL syntax at the intermediate-to-advanced proficiency level

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(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:

(D) demonstrate appropriate usage of ASL phonology,



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(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture	(i) apply ASL to show evidence of appreciation of ASL literature created by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture	(ii) apply ASL to show how [ASL literature] applies to the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture	(i) apply ASL to show evidence of appreciation of the contributions to the arts by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture	(ii) apply ASL to show evidence of appreciation of the contributions to the sciences by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture	(iii) apply ASL to show how [contributions to the arts and sciences by the Deaf] are applied to the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(D) demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture	(i) demonstrate an in-depth understanding of Deaf history

Knowledge and Skill Statement	Student Expectation	Breakout
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(2) Cultures. The student gains knowledge and

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(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

