

Bemidji Area Schools World Language Objectives American Sign Language I

American Sign Language I is designed for the student with little or no skills and knowledge of ASL. It is designed to develop the students' receptive skills, and their expressive and conversational skills in functional settings. The students will learn basic information about Deaf Community and Culture. ASL vocabulary, linguistic features, and cultural information will be introduced primarily through ASL, and secondarily of written English. Minimal voice will be used once the semester gets started.

| Standard | Benchmarks |
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| Standards Goal One: Communicate in Languages Other Than English | |
| 1.1 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. | Students are able to: |
| | a. Express basic needs, basic courtesies. |
| | b. Express state of being, likes and dislikes, agreement and disagreement. |
| | c. Respond to one-on-one interactions. |
| | d. Ask and answer simple questions. |
| 1.2 Students understand and interpret sign language on a variety of topics. | e. Make and respond to simple requests. |
| | Students are able to: |
| | a. Respond appropriately to directions, instructions and commands. |
| | b. Make an identification based on simple sign descriptors. |
| | c. Understand and respond to developmentally appropriate material. |
| | d. Respond to sign of peers and familiar adults on a given topic. |
| 1.3 Students convey information, concepts and ideas to listeners for a variety of purposes. | e. Comprehend and respond to simple personal signed communications |
| | f. Identify main ideas and key words in signed material. |
| | Students are able to: |
| | a. Give directions, commands and instructions. |
| Standard Goal Two: Gain Knowledge and Understanding of Other Cultures | b. Give signed directions using simple phrases. |
| | c. Summarize main idea of selected and/or contextualized material. |
| | d. Present prepared material to audience. |
| | 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts. |
| | a. Identify and react to cultural perspectives and practices in the culture studied. |
| | b. Recognize and interpret language and behaviors that are appropriate to the target culture. |
| | c. Identify some commonly held generalizations about the culture studied |
| | d. Identify social factors that affect cultural practices. |
| | e. Identify common words, phrase and idioms that reflect the culture. |

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| 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the culture studied. | Students are able to: |
| | a. Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied: such as art, literature, etc. |
| | b. Identify and explain how the needs, behaviors and beliefs of the culture are reflected in the products/contributions of the culture studied. |
| | c. Identify expressive forms of the target culture; including objects, images, and symbols of the target culture. |
| | d. Recognize the contributions of the target culture. |
| | e. Identify the products of the target culture |
| Standard Goal Three: Connect with Other disciplines and Acquire Information | |
| 3.1 Students reinforce and further knowledge of other disciplines through foreign languages. | Students are able to: |
| | a. Identify and apply, within a familiar context, information and skills common to the foreign language classrooms and other disciplines. |
| | b. Identify through foreign language resources, information for use in other disciplines. |
| 3.2 Students acquire information and perspectives through authentic materials in the foreign language and within cultures. | Students are able to: |
| | a. Extract information from sources intended for native speakers of the language. |
| | b. Use authentic sources to identify the perspectives of the target culture. |
| Standard Goal Four: Develop Insight into the Nature of Language and Culture | |
| 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language. | Students are able to: |
| | a. Identify the patterns of the target language and compare them to the student's own language. |
| | b. Identify the structural patterns of the target language and compare them to the student's own language. |
| | c. Identify the idiomatic expressions of the language. |
| | d. Identify connections among languages. |
| 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture. | Students are able to: |
| | a. Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources. |
| | b. Identify similar and different behavior patterns between the target culture(s) and the student's own culture. |
| | c. Identify the contributions of the target culture(s) to the student's own culture. |
| | d. Identify expressive and utilitarian forms of the target culture(s). |

Standard Goal Five: Participate in Multilingual Communities at Home and Around the World

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| 5.1 Students use the language both within and beyond the school setting for a variety of purposes | Students are able to: |
| | a. Identify the target language in the student’s daily life. |
| | b. Share knowledge of target language with others. |
| | c. Locate connections with the target culture through the use of technology, media, and authentic sources. |
| e. Locate resources in the community to research the target culture(s). | |