

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Language Development</p>	<ol style="list-style-type: none"> 1. Responds to signed directions and classroom commands. (FL.A.1.3.1) 2. Answers questions based on a conversation or other signed narrative. (FL.A.1.3.1) (FL.A.1.4.1) 3. Uses visual cues (i.e. cloze) to understand unknown vocabulary. (FL.A.1.3.3) 4. Distinguishes and differentiates phonological changes (the five parameters: handshape, location, movement, palm orientation, and non-manual signals). (FL.D.1.4.2) 5. Identifies, responds to, and produces the following grammatical features: <ul style="list-style-type: none"> - pronominalization <ul style="list-style-type: none"> · personal pronouns · possessive pronouns · indexing · dual pronouns - referencing <ul style="list-style-type: none"> · spatial referencing · absent referencing · reference points - verbs <ul style="list-style-type: none"> · spatial · inflection · locative - classifiers <ul style="list-style-type: none"> · descriptive · limb · instrument · locative · element · semantic 	<p>A. The student can demonstrate an understanding of American Sign Language relating to familiar situations when signed at a moderate rate with some repetition and rephrasing. (FL.A.1.3.1) (FL.A.1.3.3) (FL.A.1.4.1) (FL.A.1.4.2) (FL.A.2.3.4) (FL.D.1.4.2)</p>

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<p>II Communicative Competence</p>	<ul style="list-style-type: none"> - time concepts <ul style="list-style-type: none"> · regularity (e.g. EVERY-MONDAY) · duration (e.g. ALL-DAY) · tense (e.g. BEFORE, WILL, FINISH, NOT-YET, NEVER) - sentence types <ul style="list-style-type: none"> · conditional · relative clauses - noun-verb pairs - role shifting - listing - agent markers <p>(FL.A.1.3.1) (FL.A.1.3.3) (FL.A.1.4.1) (FL.A.1.4.2) (FL.A.2.3.4)</p> <ol style="list-style-type: none"> 1. Answers questions about oneself. (FL.A.1.3.1) (FL.A.1.4.1) 2. Asks for and gives directions. (FL.A.1.4.1) 3. Describes objects, people, and actions, using high frequency adjectives and personal activities. (FL.A.1.4.1) 4. Formulates simple questions to obtain information about a third party or event. (FL.A.1.4.1) 5. Interprets information obtained and reacts accordingly. (FL.A.1.4.1) 6. Makes statements or answers questions about a third party or an event. (FL.A.1.4.1) 7. Uses synonyms and/or antonyms to paraphrase. (FL.A.1.4.2) 8. Uses similar or parallel structures to paraphrase. (FL.A.1.4.2) 	<p>A. The student can answer/ask questions and make statements about present and past situations in order to satisfy personal needs. (FL.A.1.3.1) (FL.A.1.4.1) (FL.A.1.4.2) (FL.A.3.4.1)</p>

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III Literature	<ol style="list-style-type: none"> 1. Demonstrates receptive comprehension of signed narratives containing familiar vocabulary and structure, such as: <ul style="list-style-type: none"> - ASL poetry - Deaf jokes - “Word” stories - Deafstorytelling - Biographies - Current events (FL.A.2.4.2) (FL.A.2.4.4) (FL.B.1.3.2) (FL.B.1.4.1) (FL.B.1.4.4) (FL.D.1.3.1) (FL.D.1.4.2) (FL.D.1.4.3) 2. Demonstrates expressive ability to create own narratives containing familiar vocabulary and structure, such as: <ul style="list-style-type: none"> - ASL poetry - Deaf jokes - “Word” stories - Deafstorytelling - Biographies - current events (FL.A.2.4.4) (FL.B.1.3.2) (FL.B.1.4.1) (FL.D.1.3.2) 	<p>A. The student can express both manually and in writing, within the context of acquired vocabulary and grammar, an understanding of American Sign Language literature that has been presented in class. (FL.A.2.4.2) (FL.A.2.4.4) (FL.B.1.3.2) (FL.B.1.4.1) (FL.B.1.4.4) (FL.D.1.3.1) (FL.D.1.3.2) (FL.D.1.4.2) (FL.D.1.4.3)</p>
IV Deaf Culture/Awareness	<ol style="list-style-type: none"> 1. Recognizes and demonstrates an understanding of the relationship between American Sign Language and the Deaf culture. (FL.B.1.4.3, FL.D.2.4.1) 2. Demonstrates an understanding of some social customs of Deaf culture. (FL.B.1.4.1, FL.B.1.4.2, FL.B.1.4.3) 3. Identifies and discusses selected contributions to the arts and humanities. (FL.B.1.4.3, FL.D.2.4.1, FL.D.2.4.3) 4. Identifies and discusses significant historical events that have impacted the American Deaf community. (FL.B.1.4.3, FL.D.2.4.1, FL.D.2.4.2, FL.D.2.4.3) 	<p>A. The student can demonstrate social competence in Deaf culture by showing comprehension of common rules of etiquette, norms and values. (FL.B.1.4.1) (FL.B.1.4.2) (FL.B.1.4.3) (FL.D.2.4.1)</p> <p>B. The student can demonstrate knowledge of contributions to American history and to the arts and humanities by Deaf people. (FL.B.1.4.3) (FL.D.2.4.1) (FL.D.2.4.2) (FL.D.2.4.3)</p>

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<p><i>VII Experiences/Communities</i></p>	<ol style="list-style-type: none"> 1. <i>Knows that American Sign Language is used primarily in the United States and parts of Canada as the preferred language of the Deaf community.</i> (FL.E.1.3.1) 2. <i>Understands that American Sign Language is not a universal language, and that the Deaf people of each country have developed their own Sign Languages.</i> (FL.E.1.3.1) 3. <i>Knows the benefit that being able to communicate in more than one language can have for one's career.</i> (FL.E.1.4.3) (FL.E.1.3.2) 4. <i>Presents information about American Sign Language and Deaf culture to others.</i> (FL.E.1.4.1) 5. <i>Exchanges information about topics of personal interest.</i> (FL.E.1.4.1) 6. <i>Participates in activities that involve Deaf individuals.</i> (FL.E.1.4.1) 	<p>A. <i>The student can use American Sign Language both within and beyond the school setting.</i> (FL.E.1.3.1) (FL.E.1.3.2) (FL.E.1.4.1)</p>