

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Visual Readiness (Pre-signing skills)</p>	<ol style="list-style-type: none"> 1. Employs efficient use of the eyes for receiving optimum visual input using the following skills: <ul style="list-style-type: none"> - visual focusing - peripheral vision - visual discrimination - visual memory <p>(FL.A.2.3.4) (FL.B.1.3.1) (FL.B.1.3.2) (FL.D.1.4.3)</p> 2. Develops fluency in using a range of facial expressions and body movements. (FL.A.1.1.3) (FL.A.1.2.1) (FL.A.1.3.4) (FL.B.1.3.1) (FL.D.1.4.3) 3. Distinguishes the subtle differences of spatial relations and correct use of space. (FL.A.1.1.3) (FL.A.1.2.2) (FL.A.1.4.1) (FL.A.2.1.1) (FL.A.2.1.2) (FL.A.2.1.4) (FL.A.2.2.1) 	<ol style="list-style-type: none"> A. The student can demonstrate receptive readiness for American Sign Language through mastery of basic visual and gestural skills. (FL.A.2.3.4) (FL.B.1.3.1) (FL.B.1.3.2) (FL.D.1.4.3) B. The student can demonstrate expressive readiness for American Sign Language through body awareness, body comfort, and the use of space. (FL.A.1.1.3) (FL.A.1.2.1) (FL.A.1.3.4) (FL.B.1.3.1) (FL.B.1.3.2) (FL.D.1.4.3)
<p>II Language Development</p>	<ol style="list-style-type: none"> 1. Demonstrates knowledge and use of specific vocabulary in areas of everyday life, including, but not limited to, <ul style="list-style-type: none"> - greetings and social pleasantries - classroom objects and activities - personal data - family relationships - daily activities and interests - time/date expressions (hour, date, days of the week, months) - transportation and travel - ordering in a restaurant and shopping - colors - numbers - money - places in the community - basic idiomatic expressions - professions and careers - multiple meanings (conceptual accuracy) <p>(FL.A.1.3.1) (FL.A.1.3.3) (FL.A.1.3.4) (FL.A.1.4.1) (FL.A.2.3.1)</p> 	<ol style="list-style-type: none"> A. The student can demonstrate mastery of targeted basic vocabulary and apply basic grammatical structures to comprehend others. (FL.A.1.3.1) (FL.A.1.3.3) (FL.A.1.3.4) (FL.A.1.4.1) (FL.A.2.3.1) (FL.A.2.3.4) B. The student can produce targeted basic vocabulary and apply basic grammatical structures to express oneself. (FL.A.1.3.1) (FL.A.1.3.3) (FL.A.1.3.4) (FL.A.1.4.1) (FL.A.1.4.2) (FL.A.2.3.1)

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	<p>2. Identifies, responds to, and produces the following grammatical features:</p> <ul style="list-style-type: none"> - five parameters <ul style="list-style-type: none"> o handshape o movement o location o palm orientation o non-manual signals (when required by the sign) - sentence types <ul style="list-style-type: none"> o declaratives o questions such as yes/no and who, what, where and where o negation o topicalization o rhetorical o commands - classifiers <ul style="list-style-type: none"> o CL: 1, CL: 2, CL: 3, CL: 4, CL: 5 - inflection <ul style="list-style-type: none"> o adjectives o modifiers - verbs <ul style="list-style-type: none"> o plain o directional - use of space - number incorporation - non-manual signals <ul style="list-style-type: none"> o yes/no o wh- o rhetorical o topicalization o negation o feedback <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> <p>3. Demonstrates comprehension of and fluency in fingerspelling and numbers. (FL.A.1.3.2) (FL.A.1.4.1) (FL.A.1.4.2) (FL.A.2.2.7) (FL.A.2.3.1)</p>	

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<p>III Communicative Competence</p>	<ol style="list-style-type: none"> 1. Uses American Sign Language as a medium of expression in the classroom. (FL.A.1.3.1) (FL.A.1.4.1) 2. Responds to manual (signed and/or gestural) directions and classroom commands. (FL.A.1.4.1) 3. Chooses correct responses to signed questions to exhibit comprehension of conversations and narratives (FL.A.1.3.3) (FL.A.1.4.1) 4. Recognizes interrogative and declarative statements in the affirmative and negative forms. (FL.A.1.4.1) 5. Responds to a statement or question requiring no change in structure. (FL.A.1.4.1) 6. Responds to a question requiring some structural change. (FL.A.1.3.4) (FL.A.1.4.1) 7. Demonstrates awareness of social interaction patterns of Deaf people. <ul style="list-style-type: none"> - turn-taking signals - requesting repetition/clarification - attention getting devices - conversational openers - establishing eye contact - topic maintenance - addressee feedback - use of conversational space - navigating conversational space - pausing and phrasing - rate/speed - style variation (FL.A.1.3.3) (FL.A.1.3.4) (FL.A.1.4.2) 	<ol style="list-style-type: none"> A. The student can respond to specific language functions within the limits of vocabulary and structures learned, with production acceptable at the phonemic level (the first four parameters). (FL.A.1.3.1, FL.A.1.3.4, FL.A.1.4.1) B. The student can initiate, maintain, and terminate a short context-specific dialogue using specific conversation-facilitating and regulating behaviors. (FL.A.1.3.3, FL.A.1.4.1, FL.A.1.4.2)

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IV 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"> - ABC stories - Number stories (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. Develops the expressive ability to create their own narratives containing familiar vocabulary and structure, such as: <ul style="list-style-type: none"> - ABC stories - Number stories - Name stories (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 an understanding of American Sign Language literature that has been presented in class. (FL.A.1.3.2) (FL.A.1.3.3) (FL.A.1.3.4) (FL.A.2.3.1) (FL.A.2.3.2) (FL.A.2.3.3) (FL.A.2.3.4) (FL.A.2.4.3) (FL.A.2.4.4)</p>
V Composition	<ol style="list-style-type: none"> 1. Copies/writes correct gloss for a given sign. (FL.A.2.4.1) 2. Recognizes, produces, and records the correct parameters for a given sign. (FL.A.2.4.1, FL.A.3.4.2) 	<p>A. The student can analyze and produce an American Sign Language handshape dictionary using specific vocabulary based on the five parameters of American Sign Language. (FL.A.3.3.1, FL.A.3.3.2)</p>
VI Deaf Culture and Awareness	<ol style="list-style-type: none"> 1. Demonstrates knowledge of Deaf culture and its characteristics <ul style="list-style-type: none"> - members of Deaf culture use American Sign Language - transmitted through residential schools - American Sign Language stories, folklore and humor - Notable Deaf people - Name signs (FL.B.1.3.4) (FL.B.1.3.5) (FL.B.1.4.3) (FL.B.1.4.4) (FL.B.1.4.5) (FL.D.1.3.1) (FL.D.2.3.1) (FLE.1.3.2) 	<p>A. The student can explore basic aspects of the Deaf culture. (FL.B.1.4.1) (FL.B.1.4.2) (FL.B.1.4.3) (FL.B.1.4.4) (FL.B.1.4.5) (FLE.1.3.2)</p> <p>B. The student can explore basic aspects of the Deaf community. (FL.B.1.4.1) (FL.B.1.4.2) (FL.B.1.4.3) (FL.B.1.4.4) (FL.B.1.4.5) (FLE.1.3.2)</p>

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	<ol style="list-style-type: none"> 2. Understand the various structures in the Deaf community. <ul style="list-style-type: none"> - culturally Deaf - audiological deaf - oral deaf - Children of Deaf Adults (CODA) - interpreters - deaf peddlers (FL.B.1.3.3) (FL.D.2.2.3) 3. Demonstrates knowledge of educational programs and support services available for Deaf persons. <ul style="list-style-type: none"> - educational placements - communication approaches and philosophies (e.g. bilingual/bicultural, total communication, oral) (FL.B.1.3.2) (FL.B.1.3.3) (FL.C.2.4.1) (FLE.1.3.2) 4. Understands the importance and functions of technology used by Deaf persons (e.g. TTY, hearing aids). (FL.B.1.4.3) (FL.B.1.4.5) (FL.D.2.2.2) 5. Demonstrates knowledge of terminology in the area of deafness. (FL.B.1.4.3) (FL.D.2.2.2) 6. Demonstrates knowledge of types, degrees, and causes of hearing loss and its impact on language acquisition. (FL.A.3.3.2) (FL.C.2.4.1) 	

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<p><i>VII Connections</i></p>	<ol style="list-style-type: none"> 1. <i>Read texts pertaining to and use films in the target language to gain an understanding of various aspects of the arts and language (e.g. poems, films)</i> (FL.A.2.4.4) (FL.B.1.4.4) 2. <i>Read texts pertaining to and use films in the target language to differentiate between facts and misconceptions about deafness and Deaf culture.</i> (FL.D.2.4.2) 3. <i>Read texts pertaining to and use films in the target language to be familiar with the sign language continuum and other communicative systems.</i> (FL.D.1.4.3) 	<p>A. <i>The student can acquire information and recognize the distinctive viewpoints that are available through American Sign Language and within the Deaf culture.</i> (FL.A.2.4.4) (FL.B.1.4.4) (FL.C.2.4.3) (FL.D.1.4.3) (FL.D.2.4.2)</p>
<p><i>VIII Comparisons</i></p>	<ol style="list-style-type: none"> 1. <i>Recognizes the similarities and differences between the manual alphabet and handshapes used in American Sign Language.</i> (FL.C.2.3.2) (FL.D.1.4.3) 2. <i>Gives examples of borrowed words/signs that are in the target language and in his/her own language.</i> (FL.D.1.3.2) (FL.D.1.4.1) 3. <i>Compares singular patterns of behavior or interaction in various cultural settings.</i> (FL.D.2.4.1) (FL.D.2.4.3) 4. <i>Recognizes that American Sign Language is a language and Manually Coded English (e.g. S.E.E.1, S.E.E.2) is an attempt to visually represent spoken English.</i> (FL.C.2.3.2) (FL.D.1.4.3) 	<p>A. <i>The student can recognize that languages have different patterns of communication and compare the target language to his/her own.</i> (FL.D.1.3.2) (FL.D.1.4.1) (FL.D.1.4.3) (FL.C.2.3.2)</p> <p>B. <i>The student can recognize that cultures have different patterns of interaction and apply this knowledge to his/her own.</i> (FL.D.2.4.1) (FL.D.2.4.3)</p>

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<p><i>IX Experiences/Communities</i></p>	<ol style="list-style-type: none"> 1. <i>Recognizes that American Sign Language is the fourth most used language in the United States and is used by many people on a daily basis.</i> (FLE.1.3.1) 2. <i>Identifies professions and/or careers, which require proficiency in American Sign Language.</i> (FLE.1.3.1) (FLE.1.3.2) (FLE.1.4.2) 3. <i>Participates in activities that benefit the school or community.</i> (FLE.1.4.1) 4. <i>Presents information about the language and culture to others.</i> (FL.C.1.4.1) (FL.C.2.4.2) (FLE.1.4.1) 5. <i>Recognizes the importance of the Americans with Disabilities Act and its impact on Deaf people (e.g. ADA kit, interpreter).</i> (FL.B.1.4.3) 	<p>A. <i>The student can use the target language both within and beyond the school setting.</i> (FL.B.1.4.3) (FL.C.1.4.1) (FL.C.2.4.2) (FLE.1.3.1) (FLE.1.3.2) (FLE.1.4.1) (FLE.1.4.2)</p>