

World Languages

WL18 American Sign Language

Level I

The Mesa Public Schools World Languages Standards Implementation documents utilize the following resources:

- **ADE** - Arizona's World and Native Language Standards 2015
- **American Council on the Teaching of Foreign Languages for Language Learners**- Performance Descriptors for Language Learners 2012 Edition-Second Printing 2015
- **NCSFL-ACTFL**- Can-Do Statements Progress Indicators for Language Learners
- **American Sign Language Teacher Association** Standards for Learning American Sign Language

These documents are to assist in preparing students with the ability to interact confidently by developing the language performance they will need for the 21st Century and a globalized economy. Arizona's World and Native Language Standards were designed to describe language performance using Performance Descriptors set by the American Council on The Teaching of Foreign Languages (ACTFL) for Language Learners . The ACTFL Performance Descriptors for Language Learners describe how language learners use language across three ranges of performance (novice, intermediate, and advanced), in three modes of communication (interpersonal, interpretive, and presentational), and according to certain language features.

Language Level I

An American Sign Language Level I language learner will demonstrate the overall features of a Novice range most of the time or all of the time. In a proficiency context, a Level I language user who meets the criteria for the Intermediate level, but is not able to do so for some content areas or tasks all of the time in spontaneous, unrehearsed language use, will be rated Novice High.

UNIQUE APPLICATIONS TO AMERICAN SIGN LANGUAGE (ASL):

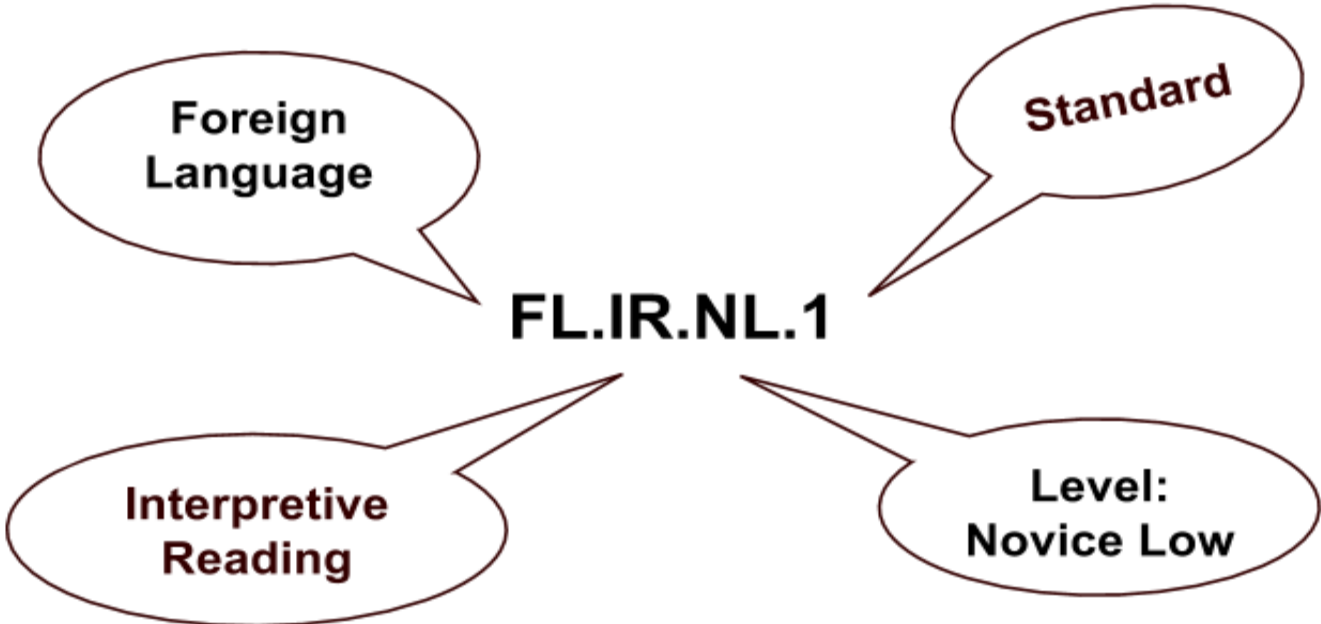
The ACTFL Performance Descriptors are equally applicable to learners of ASL, with slight adaptations according to each mode of

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communication. In the interpersonal mode (signing), the visual language signed underscores the communicative importance of facial gestures and other physical clues to meaning, but learners employ basically the same communication strategies as other languages within each of the ranges of performance. The word “interpretive” needs special definition for ASL: its use to identify a mode of communication denotes receptive language or understanding, rather than the act of serving as an ASL interpreter. The “text” is either live or recorded, such as a signed message, commentary, discussion, song, or play. In the presentational mode users of ASL use the same communication strategies as other languages; however, educators may act more as coaches to assist ASL language learners with the editing and revising process in the presentational mode. Examples of ASL presentational or productive language include messages, stories, or videos. Language educators and learners need to remember that the levels or cultural awareness as described in the Performance Descriptors are as important in ASL and within the Deaf community as in other languages and cultures.

ACTFL Performance Descriptors for Language Learners 2012 Edition, p. 8

Coding



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|---|---|
| Course #: WL18 Course Name: American Sign Language I Prerequisites: None | Grade Level: High School Level of Difficulty: Average - High # of Credits: 1 WL Credit (2 Sem) |
| Course Description: Students are introduced to basic sign language vocabulary with emphasis on developing fluency in expressive and receptive signing and fingerspelling. The study of Deaf culture is included. | |

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL I LANGUAGE LEARNERS – INTERPRETIVE

| Domains | Novice Range |
|--------------------------|--|
| | Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support. |
| Functions | Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge. |
| Contexts/ Content | Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences). |
| Text/Type | Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information. |
| Language Control | Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in either familiar or some new contexts. |
| Vocabulary | Sometimes comprehends some highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions. |
| Communication Strategies | May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> ● Skim and scan |

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| | <ul style="list-style-type: none"> ● Rely on visual support and background knowledge ● Predict meaning based on context, prior knowledge, and/or experience <p>For alphabetic languages:</p> <ul style="list-style-type: none"> ● Rely on recognition of cognates ● May recognize word family roots, prefixes, and suffixes |
| Cultural Awareness | May use culturally appropriate gestures and formulaic expressions in highly practiced application. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication. |

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL I LANGUAGE LEARNERS – INTERPERSONAL

| Domains | Novice Range |
|--------------------------|---|
| | Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized. |
| Functions | Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation. |
| Contexts/Content | Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment. |
| Text/Type | Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions. |
| Language Control | Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures. Can control memorized language sufficiently to be appropriate to the context and understood, at times with difficulty, by those accustomed to dealing with language learners. |
| Vocabulary | Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions. |
| Communication Strategies | May use some or all of the following strategies to maintain communication: <ul style="list-style-type: none"> ● Imitate modeled words ● Use facial expressions and gestures ● Repeat words ● Resort to first language ● Ask for repetition ● Indicate lack of understanding |

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| Cultural Awareness | May use culturally appropriate gestures and formulaic expressions in highly practiced application. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication. |
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ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL I LANGUAGE LEARNERS – PRESENTATIONAL

| Domains | Novice Range |
|--------------------------|--|
| | Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized. |
| Functions | <p>Presents simple, basic information on very familiar topics by producing words, lists, notes and formulaic language using highly practiced language.</p> <p>May show emerging evidence of the ability to express own thoughts and preferences.</p> |
| Contexts/Content | <p>Creates messages in some personally-relevant contexts on topics that relate to basic biographical information.</p> <p>May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.</p> |
| Text/Type | Understands and produces highly practiced words and phrases and occasional sentences. Able to ask formulaic or memorized questions. |
| Language Control | <p>Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, when there is redundancy or restatement, and when the message contains familiar structures.</p> <p>Can control memorized language sufficiently to be appropriate to the context and understood, at times with difficulty, by those accustomed to dealing with language learners.</p> |
| Vocabulary | Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions. |
| Communication Strategies | <p>May use some or all of the following strategies to maintain communication:</p> <ul style="list-style-type: none"> ● Imitate modeled words ● Use facial expressions and gestures ● Repeat words |

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| | <ul style="list-style-type: none"> ● Resort to first language ● Ask for repetition ● Indicate lack of understanding |
| Cultural Awareness | May use culturally appropriate gestures and formulaic expressions in highly practiced application. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication. |

Arizona World Language Strand

Interpersonal Communication (IC):

Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.

| Performance Indicator | Performance Level | Standard | Performance Task (ACTFL and ASLTA) Students are able to... | MPS Resource Grammatical Structures |
|--|--------------------------|---|---|---|
| Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence. | Novice Low | 1. Communicate on some very familiar topics using single words and phrases that have been practiced and learned. | identify and use classifiers. greet their peers in a polite way. introduce themselves and others. | <u>A Basic Course in American Sign Language (ABC ASL)</u> ABC ASL Lessons # 1-12 Personal Pronouns, Predicate Adjectives, Possessive Pronouns, and Agent Suffix; Basic Sentence Structures using Verbs, Nouns, Adjectives, and Descriptive Classifiers; |
| | Novice Mid | 1. Communicate on very familiar topics using a variety of words and phrases that have been practiced and learned. | ask and answer a variety of simple questions about what they like and dislike, what they are doing, and where they are going. make some simple statements in a conversation. | Negatives; Yes/No and Negative Questions; Past, Present, and Future Tenses; Basic Sentence Structures: |
| | Novice High | 1. Communicate and exchange information about | communicate basic information about themselves and people they know. | Object + Subject + Verb Subject + Verb + Object; Directional Verbs and Classifiers; Imperatives, Plurals, and Incorporating |

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| <p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.</p> | <p>Novice High</p> | <p>familiar topics using phrases and simple sentences.</p> <p>2. Carry out short social interactions in everyday situations by asking and answering simple questions.</p> | <p>communicate some basic information about their everyday life.</p> <p>exchange some personal information.</p> | <p>Numbers in Personal Pronouns; WH-Questions; SELF Pronouns; Noun-Verb Pairs; Subject as Topic; Modals; Adverbials of Place: HERE and THERE & THIS and THAT; Locational Verbs; Existential HAVE; Pronominal Classifiers</p> |
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Arizona World Language Strand

Interpretive Listening (IL):

Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics.

| Performance Indicator | Performance Level | Standard | Performance Task (ACTFL and ASLTA) Students are able to... | MPS Resource Grammatical Structures |
|--|--------------------------|--|--|---|
| Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence. | Novice Low | 1. Recognize a few familiar words or phrases. | occasionally identify and understand isolated words and characters that are memorized, particularly when accompanied by gestures or pictures. | <u>A Basic Course in American Sign Language (ABC ASL)</u> ABC ASL Lessons # 1-12 Personal Pronouns, Predicate Adjectives, Possessive Pronouns, and Agent Suffix; Basic Sentence Structures using Verbs, Nouns, Adjectives, and Descriptive Classifiers; Negatives; Yes/No and Negative Questions; Past, Present, and Future Tenses; Basic Sentence Structures: Object + Subject + Verb Subject + Verb + Object; Directional Verbs and Classifiers; Imperatives, Plurals, and Incorporating Numbers in Personal |
| | Novice Mid | 1. Recognize some familiar words and phrases. | recognize and sometimes understand basic information in words and phrases that have been memorized. | |
| | Novice High | 1. Understand words, phrases, and simple sentences related to everyday life; sometimes understand the main topic of what is heard. | recognize and sometimes understand words and phrases that have been learned for specific purposes. understand a few courtesy phrases. sometimes understand simple questions or statements on familiar topics. | |

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| | | | <p>understand simple information when presented with pictures and graphs.</p> <p>sometimes understand the main topic of conversations they were not a part of.</p> | <p>Pronouns; WH-Questions; SELF Pronouns; Noun-Verb Pairs; Subject as Topic; Modals; Adverbials of Place: HERE and THERE & THIS and THAT; Locational Verbs; Existential HAVE; Pronominal Classifiers</p> |
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Arizona World Language Strand

Presentational Speaking (PS):

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.

| Performance Indicator | Performance Level | Standard | Performance Task (ACTFL and ASLTA) Students are able to... | MPS Resource Grammatical Structures |
|--|-------------------|---|--|--|
| Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence. | Novice Low | 1. Present information about self and other familiar topics using single words or practice phrases. | use words, phrases, and classifiers that have been learned. express the names of familiar people, places, and objects in pictures and posters using signs or fingerspelling. | <u>A Basic Course in American Sign Language</u> (ABC ASL) ABC ASL Lessons # 1-12 Personal Pronouns, Predicate Adjectives, Possessive Pronouns, and Agent Suffix; Basic Sentence Structures using Verbs, Nouns, Adjectives, and Descriptive Classifiers; Negatives; Yes/No and Negative Questions; Past, Present, and Future Tenses; Basic Sentence Structures: Object + Subject + Verb Subject + Verb + Object; Directional Verbs and Classifiers; Imperatives, |
| | Novice Mid | 1. Present information about self and some other very familiar topics using a variety of words, phrases, and practiced expressions. | introduce themselves to a group. sign short, memorized phrases. present information about themselves and others using words and phrases. express their likes and dislikes using word, phrases, and memorized expressions. | |

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|--|--------------------|--|--|---|
| <p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.</p> | <p>Novice High</p> | <p>1. Present basic information on familiar topics using learned phrases and simple sentences.</p> | <p>present information about familiar items in their immediate environment.</p> <p>talk about their daily activities using words, phrases, and memorized expressions.</p> <p>present simple information about something they learned using words, phrases, and classifiers.</p> <p>present information about their life using phrases and simple sentences.</p> <p>tell about a familiar experience or event using phrases and simple sentences.</p> <p>present basic information about a familiar person, place, or thing using phrases, classifiers, and simple sentences.</p> <p>present information about others using phrases, classifiers, and simple sentences.</p> | <p>Plurals, and Incorporating Numbers in Personal Pronouns; WH-Questions; SELF Pronouns; Noun-Verb Pairs; Subject as Topic; Modals; Adverbials of Place: HERE and THERE & THIS and THAT; Locational Verbs; Existential HAVE; Pronominal Classifiers</p> |
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Arizona World Language Strand

Cultures (CUL):

Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.

| Performance Indicator | Performance Level | Standard | Performance Task (ACTFL and ASLTA) Students are able to... | MPS Resource Grammatical Structures |
|--|-------------------|--|--|--|
| Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence. | Novice | 1. Recognize basic practices, products, and perspectives of cultures where the target language is spoken (e.g., greetings, holiday celebrations, body language, gestures, and traditions). 2. Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances; recognize products of culture (e.g., food, shelter, clothing, transportation, toys). | compare and contrast some common products of other cultures and their own in L1. explore and reference current and past examples of authentic culture in L1. compare and contrast some behaviors or practices of other cultures and their own in L1. describe some basic cultural viewpoints in L1. make some generalizations about a culture in L1. | <u>A Basic Course in American Sign Language (ABC ASL)</u> ABC ASL Lessons # 1-12 Personal Pronouns, Predicate Adjectives, Possessive Pronouns, and Agent Suffix; Basic Sentence Structures using Verbs, Nouns, Adjectives, and Descriptive Classifiers; Negatives; Yes/No and Negative Questions; Past, Present, and Future Tenses; Basic Sentence Structures: Object + Subject + Verb Subject + Verb + Object; Directional Verbs and Classifiers; Imperatives, |

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|--|--|--|--|---|
| | | | <p>handle short interactions with peers and colleagues in familiar situations at school, work, or play.</p> <p>recognize and refer to elements of traditional and pop culture in L1.</p> | <p>Plurals, and Incorporating Numbers in Personal Pronouns; WH-Questions; SELF Pronouns; Noun-Verb Pairs; Subject as Topic; Modals; Adverbials of Place: HERE and THERE & THIS and THAT; Locational Verbs; Existential HAVE; Pronominal Classifiers</p> |
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Arizona World Language Strand

Connections (CON):

Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.

| Performance Indicator | Performance Level | Standard | Performance Task (ACTFL and ASLTA) Students are able to... | MPS Resource Grammatical Structures |
|--|-------------------|---|--|---|
| Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence. | Novice | 1. Identify and use familiar vocabulary and phrases in the target language supported by resources (e.g., maps, graphs, visuals, audio, digital media) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g., geography, history, arts, math, science). | list the main cities of a specific country and locate places on maps. understand simple information when presented with pictures, graphs, and statistics such as weather reports in signed conversation, or as viewed with an interpreter, or on a media outlet. ask and understand how much something costs. give times and dates. | <u>A Basic Course in American Sign Language (ABC ASL)</u> ABC ASL Lessons # 1-12 Personal Pronouns, Predicate Adjectives, Possessive Pronouns, and Agent Suffix; Basic Sentence Structures using Verbs, Nouns, Adjectives, and Descriptive Classifiers; Negatives; Yes/No and Negative Questions; Past, Present, and Future Tenses; Basic Sentence Structures: Object + Subject + Verb Subject + Verb + Object; Directional Verbs and Classifiers; Imperatives, Plurals, and Incorporating |

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|--|--|--|--|--|
| | | | | Numbers in Personal Pronouns; WH-Questions; SELF Pronouns; Noun-Verb Pairs; Subject as Topic; Modals; Adverbials of Place: HERE and THERE & THIS and THAT; Locational Verbs; Existential HAVE; Pronominal Classifiers |
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Arizona World Language Strand

Comparisons (COMP):

Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own.

| Performance Indicator | Performance Level | Standard | Performance Task (ACTFL and ASLTA) Students are able to... | MPS Resource Grammatical Structures |
|--|-------------------|---|---|---|
| <p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.</p> | Novice | <p>1. Recognize and compare words, true and false cognates, sound patterns, and basic grammatical structures of the target language with his/her own language (as applicable).</p> <p>2. Identify and compare products and practices (e.g., celebrations, dances, oral stories, food) typical of the target culture with his/her own culture (as applicable).</p> | <p>compare the alphabet and numbers in English and handshapes in ASL.</p> <p>use some personal and possessive pronouns.</p> <p>identify and use some facial expressions and non-manual signals based on emotions or being asked YES/NO or WH-Questions.</p> <p>compare some words and meanings of the target language with their own language using L1.</p> <p>compare some grammatical structures of the target language with their own language using L1.</p> | <p><u>A Basic Course in American Sign Language</u> (ABC ASL) ABC ASL Lessons # 1-12</p> <p>Personal Pronouns, Predicate Adjectives, Possessive Pronouns, and Agent Suffix; Basic Sentence Structures using Verbs, Nouns, Adjectives, and Descriptive Classifiers; Negatives; Yes/No and Negative Questions; Past, Present, and Future Tenses; Basic Sentence Structures: Object + Subject + Verb Subject + Verb + Object; Directional Verbs and Classifiers; Imperatives,</p> |

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|--|--|--|--|---|
| | | | <p>compare historical information, cultural aspects, and celebrations from the target culture with their own using L1.</p> <p>discuss the differences of formal and informal forms of language.</p> <p>recognize elements of ASL, including gender, number, and pronominalization.</p> | <p>Plurals, and Incorporating Numbers in Personal Pronouns; WH-Questions; SELF Pronouns; Noun-Verb Pairs; Subject as Topic; Modals; Adverbials of Place: HERE and THERE & THIS and THAT; Locational Verbs; Existential HAVE; Pronominal Classifiers</p> |
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Arizona World Language Strand

Communities (COM):

Use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.

| Performance Indicator | Performance Level | Standard | Performance Task (ACTFL and ASLTA) Students are able to... | MPS Resource Grammatical Structures |
|--|--------------------------|--|---|--|
| <p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.</p> | Novice | <p>1. Communicate using keywords and phrases in the target language within the school setting (and beyond, as applicable).</p> <p>2. Participate in simple activities and cultural events within the school setting (and beyond, as applicable).</p> | <p>use memorized and practiced vocabulary and structures in the target language to access and interact with different media and community resources within and beyond the school setting.</p> <p>give a performance in the classroom or at a school or community event.</p> <p>understand website descriptions of clothing items to make an appropriate purchase.</p> <p>understand a store’s hours of operation.</p> | <p><u>A Basic Course in American Sign Language (ABC ASL)</u> ABC ASL Lessons # 1-12</p> <p>Personal Pronouns, Predicate Adjectives, Possessive Pronouns, and Agent Suffix; Basic Sentence Structures using Verbs, Nouns, Adjectives, and Descriptive Classifiers; Negatives; Yes/No and Negative Questions; Past, Present, and Future Tenses; Basic Sentence Structures: Object + Subject + Verb</p> |

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|--|--|--|--|---|
| | | | <p>sometimes describe where they work and what they do in L2.</p> <p>interact with Deaf guest speakers on a variety of topics.</p> <p>communicate simple messages in ASL to Deaf people in the community and elsewhere concerning everyday matters and daily experiences in L1.</p> <p>identify professions in which ASL proficiency would be helpful.</p> | <p>Subject + Verb + Object; Directional Verbs and Classifiers; Imperatives, Plurals, and Incorporating Numbers in Personal Pronouns; WH-Questions; SELF Pronouns; Noun-Verb Pairs; Subject as Topic; Modals; Adverbials of Place: HERE and THERE & THIS and THAT; Locational Verbs; Existential HAVE; Pronominal Classifiers</p> |
|--|--|--|--|---|