



World Languages

WL28W American Sign Language

Level III

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
- **NCSSFL-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 III

An American Sign Language Level III language learner will demonstrate the overall features of the Intermediate Range most of the time or all of the time. In a proficiency context, a Level III 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 Intermediate Low.

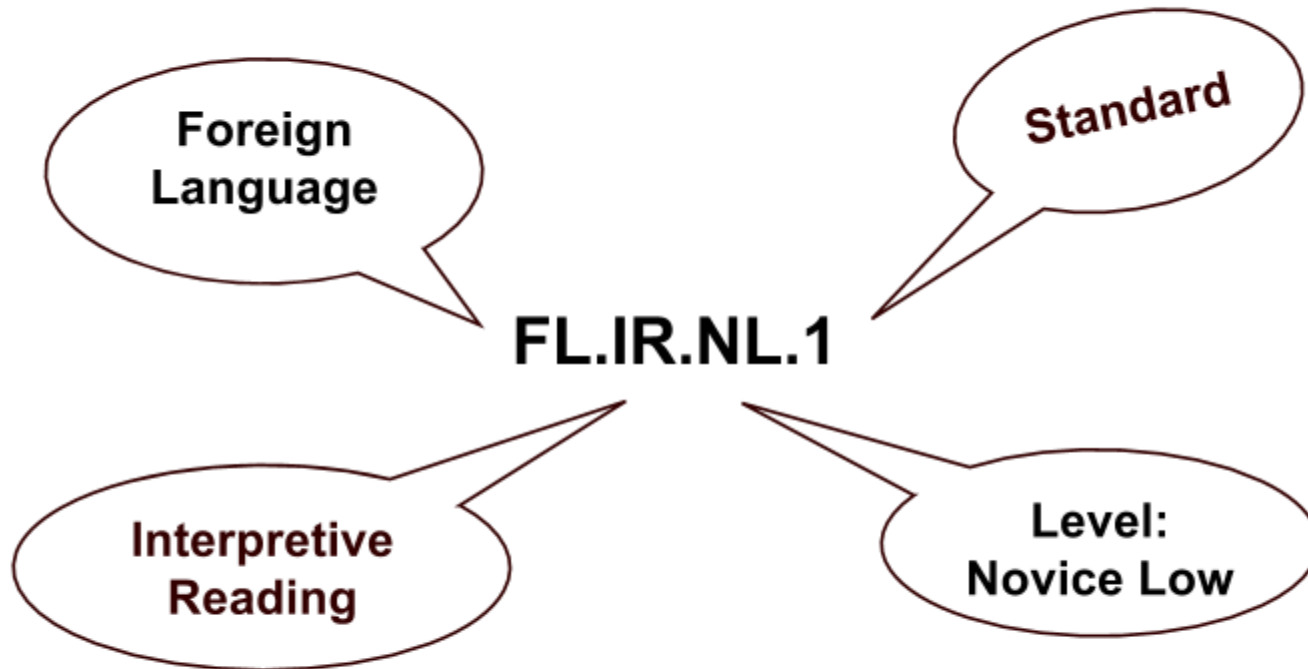
UNIQUE APPLICATIONS TO AMERICAN SIGN LANGUAGE (ASL):

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



Course #: WL28W Course Name: American Sign Language III Prerequisites: Level II Proficient	Grade Level: High School Level of Difficulty: Average - High # of Credits: 1 WL Credit (2 Sem)
Course Description: This course is designed to provide students with the opportunity to demonstrate better comprehension and expression in American Sign. Advanced study of vocabulary, idioms, classifiers, use of space, and grammatical features of American Sign will be included. Students will engage in conversations with native signers, as well as participate in an in-depth study of the Deaf culture. NOTE: This is a weighted course.	

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL III LANGUAGE LEARNERS – INTERPRETIVE

Domains	Intermediate Range
	Understands main ideas and some supporting details on familiar topics from a variety of texts.
Functions	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/ Content	Comprehends information related to basic personal and social needs and relevant to one’s immediate environment such as self and everyday life, school, community, and particular interests.
Text/Type	Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse. Comprehends information-rich texts with highly predictable order.
Language Control	Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts. May derive meaning by: <ul style="list-style-type: none"> • Comparing target language structures with those of the native language • Recognizing parallels in structure between new and familiar language.
Vocabulary	Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.
Communication Strategies	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> • Skim and scan

	<ul style="list-style-type: none"> ● Use visual support and background knowledge ● Predict meaning based on context, prior knowledge, and/or experience ● Use context clues ● Recognize word family roots, prefixes, and suffixes <p>For non-alphabetic languages:</p> <ul style="list-style-type: none"> ● Recognize radicals
Cultural Awareness	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL III LANGUAGE LEARNERS – INTERPERSONAL

Domains	Intermediate Range
	Expresses and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
Functions	Can communicate by understanding and creating personal meaning. Can understand, ask, and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.”
Contexts/ Content	Able to communicate in contexts relevant to oneself and others, and one’s immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
Text/Type	Able to understand and produce discrete sentences, strings of sentences, and some connected sentences. Able to ask questions to initiate and sustain a conversation.
Language Control	Understands straightforward language that contains mostly familiar structures. Control of language is sufficient to be understood by those accustomed to dealing with language learners.
Vocabulary	Communicates using high frequency and personalized vocabulary within familiar themes or topics.
Communication Strategies	Uses some of the following strategies to maintain communication, but not all of the time and inconsistently: <ul style="list-style-type: none"> ● Ask questions ● Ask for clarification ● Self-correct or restate when not understood ● Circumlocute
Cultural Awareness	Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL III LANGUAGE LEARNERS – PRESENTATIONAL

Domains	Intermediate Range
	Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.
Functions	Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Contexts/ Content	Creates messages in contexts relevant to oneself and others, and one’s immediate environment. May show emerging evidence of the ability to create messages on general interest and work-related topics.
Text/Type	Produces sentences, series of sentences, and some connected sentences.
Language Control	Control of language is sufficient to be understood by audiences accustomed to the language produced by language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.
Vocabulary	Produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied.
Communication Strategies	May use some or all of the following strategies to maintain communication and maintain audience interest: <ul style="list-style-type: none"> ● Show an increasing awareness of errors and able to self-correct or edit ● Use phrases, imagery, or content ● Simplify ● Use known language to compensate for missing vocabulary ● Use graphic organizer ● Use reference resources as appropriate
Cultural Awareness	Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.

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
<p>Intermediate (I) Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.</p>	Intermediate Low	<p>1. Participate in conversations on familiar topics by using simple sentences.</p> <p>2. Carry out short social interactions in everyday situations by asking and answering simple questions.</p>	<p>have a simple conversation on a number of everyday topics.</p> <p>ask and answer questions on factual information that is familiar.</p> <p>use the language to meet their basic needs in familiar situations.</p>	<p>Role shifting Spatial agreement Classifiers Various ways of listing Comparisons Translating facts Illustrating facts Conditional sentences Rhetorical sentences Relative clauses Money related signs Financial topics Making major decisions: Asking for clarification elaborating and sharing opinions Discussing health conditions: Symptoms, causes, and treatments Storytelling</p>
	Intermediate Mid	<p>1. Participate in conversations on familiar topics by using a series of sentences and a few connecting words.</p> <p>2. Manage short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>3. Communicate about events and experiences of</p>	<p>start, maintain, and end a conversation on a variety of familiar topics.</p> <p>talk about their daily activities and personal preferences.</p> <p>use their language to handle tasks related to their personal needs.</p> <p>exchange information about subjects of special interest to them.</p>	

		daily activities and personal life.		
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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
Intermediate (I) Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction. (AZ State Standard)	Intermediate Low	1. Understand the main idea in short, simple messages, presentations, and overheard conversations on familiar topics.	understand the basic purpose of a message. understand messages related to basic needs.	Role shifting Spatial agreement Classifiers Various ways of listing Comparisons Translating facts Illustrating facts Conditional sentences Rhetorical sentences Relative clauses Money related signs Financial topics Making major decisions: Asking for clarification elaborating and sharing opinions Discussing health conditions: Symptoms, causes, and treatments Storytelling
	Intermediate Mid	1. Recognize some familiar words and phrases.	understand questions and simple statements on everyday topics when they are part of the conversation.	

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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
Intermediate (I) Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate Mid	1. Make simple presentations on a wide variety of familiar topics using connected sentences.	make a presentation about personal and social experiences in the past, present, and future. make a presentation on something they have learned or researched. make a presentation about common interests, issues, and state their viewpoint.	Role shifting Spatial agreement Classifiers Various ways of listing Comparisons Translating facts Illustrating facts Conditional sentences Rhetorical sentences Relative clauses Money related signs Financial topics Making major decisions: Asking for clarification elaborating and sharing opinions Discussing health conditions: Symptoms, causes, and treatments Storytelling
	Intermediate High	1. Make general presentations on events and experiences with some control of various time frames.	present information on academic and work topics in the past, present, and future. make a presentation on events, activities, and topics of particular interest. present point of view and provide reasons to support it.	

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
Intermediate (I) Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate	1. Investigate and describe similarities and differences in practices, products, and perspectives used across culture (e.g., holidays, family life, historical and contemporary figures) to understand one’s own and others’ ways of thinking. 2. Use appropriate language and behaviors while participating in familiar culturally authentic activities and situations (e.g., presentations, virtual activities, community celebrations, theatrical productions, concerts, interviews).	compare and contrast some common products of other cultures and their own. explore and reference current and past examples of authentic culture. compare and contrast some behaviors or practices of other cultures and their own. describe some basic cultural viewpoints. make some generalizations about a culture. handle short interactions with peers and colleagues in familiar situations at school, work, or play.	Role shifting Spatial agreement Classifiers Various ways of listing Comparisons Translating facts Illustrating facts Conditional sentences Rhetorical sentences Relative clauses Money related signs Financial topics Making major decisions: Asking for clarification elaborating and sharing opinions Discussing health conditions: Symptoms, causes, and treatments Storytelling

			<p>recognize and refer to elements of traditional and pop culture.</p> <p>sometimes recognize when they have caused a cultural misunderstanding and try to correct it.</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
Intermediate (I) Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction. (AZ State Standard)	Intermediate	1. Access and interpret information in the target language on familiar topics and use it to reinforce and further knowledge in other content areas.	use the language to meet basic needs in familiar situations. present about a topic from an academic subject, such as science, math, art, etc. give a short presentation on a famous person, landmark, or cultural event. give a presentation about a famous person or historical figure and tell why he/she is important. share reactions about a current event and explain why the event is in the news.	Role shifting Spatial agreement Classifiers Various ways of listing Comparisons Translating facts Illustrating facts Conditional sentences Rhetorical sentences Relative clauses Money related signs Financial topics Making major decisions: Asking for clarification elaborating and sharing opinions Discussing health conditions: Symptoms, causes, and treatments Storytelling

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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
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice	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).	compare words and meanings of the target language with their own language in L2. compare grammatical structures of the target language with their own language in L2.	Role shifting Spatial agreement Classifiers Various ways of listing Comparisons Translating facts Illustrating facts Conditional sentences Rhetorical sentences Relative clauses
Intermediate (I) Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate	2. Compare and contrast familiar topics (e.g., geography, history, and the arts) and discuss the impact on the target culture and one's culture (as applicable).	compare historical information, cultural aspects, and celebrations from the target culture with their own in L2.	Money related signs Financial topics Making major decisions: Asking for clarification elaborating and sharing opinions Discussing health conditions: Symptoms, causes, and treatments Storytelling

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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
Intermediate (I) Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate	2. Use the target language to participate in activities for personal enjoyment and community involvement within the school setting (and beyond, as applicable).	use expanded vocabulary and structures in the target language to access and interact with different media and community resources within and beyond the school setting.	Role shifting Spatial agreement Classifiers Various ways of listing Comparisons Translating facts Illustrating facts Conditional sentences Rhetorical sentences Relative clauses
Advanced (A) Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.	Advanced	1. Use language skills and cultural understanding to interact in the target language on a variety of topics within the school setting (and beyond, as applicable).	be part of an interview process.	Money related signs Financial topics Making major decisions: Asking for clarification elaborating and sharing opinions Discussing health conditions: Symptoms, causes, and treatments Storytelling

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NCSSFL-ACTFL Can-Do Statements
Standards for Learning American Sign Language 2014