

# American Sign Language: Grade 11

**Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.** 11.1C

**1 Interpersonal: Learners use American Sign Language to engage in conversation to provide information, express feelings and emotions, and exchange opinions.** 11.1C.1I

- 1I. Proficiency Benchmark: I can communicate in conversations in ASL on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions. 11.1C.1I
  - 1 I can make connections to personal reactions to selected ASL literature, such as poems, plays, and personal narratives. Examples: Discussing main topics and themes; creating a shared narrative; working in pairs or groups to produce an original ASL poem. 11.1C.1I.1
  - 2 I can explain why there are pathological views towards Deaf people in history. Examples: Researching and proposing strategies to promote understanding of Deaf culture; survey Deaf community members on a current issue; comparing the perspectives of opposing views. 11.1C.1I.2
  - 3 I can show understanding of ASL sociolinguistic elements such as regional signs, racial and ethnic sign variations, and gender influences on sign style in a variety of contexts. Examples: Conversing with Deaf children and adults on a topic of personal interest; researching and discussing examples of ASL slang; interviewing individuals with dual minority identities (i.e., Black Deaf, Deaf Women, Deafblind). 11.1C.1I.3
  - 4 I can volunteer for a local Deaf organization and participate in a Deaf event open to the public. Examples: Brainstorming ideas and thoughts; planning Deaf Understanding Week activities; creating public service announcements in ASL. 11.1C.1I.4
  - 5 I can share opinions about current issues in Deaf culture. Examples: Discussing the core cultural practices of Deaf culture; listing examples of audism or linguisticism; synthesizing the major events that have impacted the Deaf community. 11.1C.1I.5

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**2 Interpretive: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics. 11.1C.2I**

- 2I. Proficiency Benchmark: I can identify the general topic and basic information in both familiar and everyday contexts by recognizing practiced or memorized vocabulary or simple phrases signed in ASL. 11.1C.2I
- 1 I can recognize levels of registers found in ASL and in either live and video contexts and understand their register levels. Examples: Understanding a casual opinion expressed in ASL on the internet; understanding presentational communication at a community forum; understanding differences between peer, adult-child, and stranger-acquaintance communication. 11.1C.2I.1
  - 2 I can figure cultural nuances found in expressive products of Deaf culture, including ASL literature and the visual arts. Examples: Understanding advertisements and promotional materials presented in ASL; comprehending jokes and humorous stories; commenting on symbols found in De'VIA artwork. 11.1C.2I.2
  - 3 I can analyze the main plot, subplot, characters, physical descriptions, and meaning in Deaf films. Examples: Viewing ASL films; watching plays and performing troupes; interpreting Deaf comic strips. 11.1C.2I.3
  - 4 I can analyze the main ideas and details of live or video discussions concerning current events, Deaf culture, and subjects studied in other classes. Examples: Commenting on ASL vlogs; viewing panel discussions and interviews; watching documentaries. 11.1C.2I.4
  - 5 I can identify more complex meanings of unfamiliar vocabulary and grammatical structures through context. Examples: Identifying the meaning of classifiers; interpreting non-manual signals; analyzing syntactic features such as role shifting. 11.1C.2I.5

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**3 Presentational: Students present information, concepts, and ideas to an audience of viewers in American Sign Language. 11.1C.P**

- P.** Proficiency Benchmark: I can present information on both very familiar and everyday topics using a variety of practiced or memorized vocabulary, and simple phrases in ASL. 11.1C.P
- 1** I can explain how signs are modified with inflections. Examples: Using distributional signs to ask the audience for questions after a brief presentation; including directionality when explaining a news story; applying the temporal aspect to a personal experience. 11.1C.P.1
  - 2** I can analyze the nuances of body part classifiers and incorporate a range of perspectives to suit the message. Examples: Analyzing head and limb classifiers; commenting on perspective changes in ASL films and stories; applying movement classifiers to a personal narrative. Examples: Researching events online; investigating ASL literature-related shows and exhibitions; researching controversial topics online. 11.1C.P.2
  - 3** I can present a survey conducted on topics of personal interest or pertaining to the Deaf community. Examples: Presenting on local Deaf demographics; sharing unique life experiences; expressing opinions on a variety of topics. 11.1C.P.3
  - 4** I can create stories, skits, and plays and perform them for an audience. Examples: Dramatizing significant events in Deaf history; presenting viewpoints on controversial topics; performing in school plays. 11.1C.P.4
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**Interact with cultural competence and understanding.** 11.2C

**1 Relating to Cultures through Interactions - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.** 11.2C.RC

**RC.** Proficiency Benchmark: I can interact at a survival level in some familiar everyday contexts. 11.2C.RC

- 1 I can observe activities enjoyed by Deaf teenagers, such as sports, dance, games, and entertainment, and examine the social norms that underlie these activities. Examples: D-PAN (Deaf Professional Arts Network) attending a local, state, or regional Deaf sports tournament. 11.2C.RC.1
  - 2 I can discuss Deaf social, political, and educational institutions and their influences on Deaf culture and related issues. Examples: Examining the competing interests of the National Association of the Deaf and the Alexander Graham Bell Association; comparing how differences in education affect cultural identification; discussing the positive and negative implications of living in a tight-knit community. 11.2C.RC.2
  - 3 I can explore the common patterns of resistance to, acceptance of, and eventual self-identification with Deaf culture as experienced by the majority of Deaf people. Examples: Examining the oral-to-ASL user phenomenon; analyzing the historical and contemporary benefits of identifying with the Deaf community; discussing how the shared experience of oppression encourages mutual support among Deaf people. 11.2C.RC.3
  - 4 I can explain Deaf culture to interact in a culturally appropriate manner with Deaf people in a variety of contexts. Examples: Visiting formal and informal Deaf community events open to the public; knowing how to alert Deaf people to environmental sounds and noises; interacting with Deaf customers or coworkers in the workplace. 11.2C.RC.4
  - 5 I can identify patterns of behaviors and / or interaction in the context of Deaf culture. Examples: Observing patterns in ASL films; viewing personal vlogs and online news presented in ASL; reading printed materials about Deaf culture such as NAD Mag or Deaf Life. 11.2C.RC.5
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**Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.** 11.3C

**1 Acquiring Information and Diverse Perspectives - Learners acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.** 11.3C.IP

IP. Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available in Deaf culture. 11.3C.IP

- 1 I can learn about and participate in activities enjoyed by young Deaf adults, such as games, sports, ASL music, and entertainment. Examples: Playing the winking game; viewing ASL films; attending local Deaf sport events. 11.3C.IP.1
- 2 I can interact in a culturally appropriate manner with Deaf people of various backgrounds. Examples: Welcoming guest speakers; participating in field trips; interacting with community members at Deaf events. 11.3C.IP.2
- 3 I can analyze and reflect on expressive products of Deaf culture, such as stories, poetry, art, and literature, and explore the ways these products depict the lifestyles and the diverse perspectives of Deaf people. Examples: Analyzing Betty Miller's *Ameslan Prohibited*; viewing *Bird of A Different Feather*; critically examining works by Evon Black, Debbie Rennie, and Ella Mae Lentz. 11.3C.IP.3
- 4 I can show critical thinking in identifying and analyzing films, commercials or documentaries about Deaf people and evaluate the cultural patterns and social behaviors they demonstrate. Examples: Analyzing misrepresentations of Deaf people and Deaf culture in historical and contemporary films; identifying distinctive viewpoints unique to Deaf culture; comparing materials produced by Deaf and hearing individuals. 11.3C.IP.4
- 5 I can expand their knowledge of the private and public life of Deaf people as they view and interpret authentic materials. Examples: Viewing personal ASL vlogs; analyzing position and advocacy statements presented in ASL; reading Deaf magazines and newspapers. 11.3C.IP.5

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## **2 Making Connections - Learners reinforce and further their knowledge of other disciplines through American Sign Language. 11.3C.MC**

**MC.** Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available through ASL and its culture. 11.3C.MC

- 1** I can understand and describe significant contributions of Deaf Americans to history, the arts, sciences, literature and other fields. Examples: Reading poetry and other works written in English by Deafblind poet John Lee Clark; investigating the life of the Deaf explorer, Edmund Booth; understanding the accomplishments of well-known actors, such as Phyllis Frelich, Marlee Matlin, or Nyle Dimacro. 11.3C.MC.1
  - 2** I can exchange views in ASL on topics from other content classes. Examples: Comparing the pros and cons of recycling; describing the characters and plot of a novel; explaining how different perspectives and angles in photography influence meaning. 11.3C.MC.2
  - 3** I can expand their knowledge of world history, politics, and economics by studying relevant events in the Deaf world. Examples: Comparing employment patterns of Deaf and hearing people; debating whether political candidates have records considered to be Deaf friendly; sharing information about taxes and the economy. 11.3C.MC.3
  - 4** I can present reports in ASL on topics being studied in other classes. Examples: Presenting on the immigration and citizenship process; discussing the effects of climate change around the world; creating news broadcasts of current events. 11.3C.MC.4
  - 5** I can make connections with information from other class subjects with content information available in the ASL classroom. Examples: Investigating the concept of Deaf Space in architecture; developing Deaf Understanding Week materials; hosting a panel discussion on current issues relevant to the Deaf community. 11.3C.MC.5
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**Develop insight into the nature of language and culture in order to interact with cultural competence.** 11.4C

**1 Language Comparisons - Learners discuss the nature of language through comparisons of American Sign Language and other languages.** 11.4C.LC

- LC.** Proficiency Benchmark: I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries). 11.4C.LC
- 1** I can recognize that lexicalized signs undergo changes in meaning and form in ASL. Examples: Analyzing differences between a fingerspelled word and a lexicalized sign; comparing the reasons a fingerspelled English word may be used rather than an established sign; researching reactions to introductions of new words borrowed from English. 11.4C.LC.1
  - 2** I can demonstrate understanding that the visual basis of ASL influences meaning, with the implication that many words, phrases, idioms, and figurative expressions do not translate directly from one language into another and vice versa. Examples: Analyzing the concept of run (running water vs. running on foot vs. a runny nose); researching iconic and arbitrary signs. 11.4C.LC.2
  - 3** I can analyze elements of ASL, such as time and tense formation, and compare them to linguistic elements in English. Examples: Analyzing how location conveys gender in certain signs; investigating number incorporation with pronouns; comparing differences in how time, number, and gender are expressed in depiction. 11.4C.LC.3
  - 4** I can demonstrate understanding that ASL principles of word order may differ from their own language and hypothesize about how this may or may not reflect the ways in which Deaf culture organizes information and views the world. Examples: Comparing sentence structure options and topicalization; discussing why time and place generally precedes action in ASL; analyzing the role classifiers have in sentence structure. 11.4C.LC.4
  - 5** I can demonstrate understanding of the difficulties that ASL presents to English speakers as well as the difficulties English presents to ASL users by analyzing and comparing linguistic differences. Examples: Analyzing the difficulty of interpreting classifier descriptions into English; examining the impact eye gaze shifts have on a message; comparing subtle differences between groups of related words and signs. 11.4C.LC.5
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**Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.** 11.5C

**1 School and Global - Learners use American Sign Language within and beyond the school setting.** 11.5C.SG

**SG.** Proficiency Benchmark: I can use ASL both within and beyond the classroom to interact and learn in the Deaf community. 11.5C.SG

- 1 I can use ASL to communicate with members of the Deaf community about personal interests or community and world events. Examples: Creating an ASL vlog post about community news; visiting ASL internet-based chat rooms to discuss topics important to Deaf peers; making plans to attend a Deaf-related performance. 11.5C.SG.1
- 2 I can use ASL to interact with or help newcomers to the school and community. Examples: Serving as a mentor to a Deaf newcomer at school; volunteering to assist recent Deaf immigrants to the local area; providing outreach to hearing families with young Deaf children. 11.5C.SG.2
- 3 I can participate in school-to-work projects or career-exploration activities in fields that require proficiency in ASL. Examples: Exploring a summer volunteer project at a Deaf cultural center and/or summer camps for the Deaf; investigating degree programs that offer advanced ASL studies; attending a career fair with a group of Deaf peers. 11.5C.SG.3
- 4 I can communicate in ASL with Deaf community members from other countries about specific issues related to the local community. Examples: Interviewing Deaf people about their impressions of the attitudes of society at large in the United States; giving a presentation on differences between ASL and other foreign sign languages; volunteering at a local Deaf agency. 11.5C.SG.4
- 5 I can give a performance at a school or community event. Examples: Participating in a Deaf Understanding Week skit; acting in a play with Deaf peers; sharing original ABC, handshape, and number stories. 11.5C.SG.5