Signing Online (2010) in alignment to the Michigan Department of Education World Languages Standards and Benchmarks (2007)

Signing Online will provide students with the necessary curriculum to meet the instructional objectives listed below:

STRAND 1: COMMUNICATION

1.1 Interpersonal Communication

Students engage in conversations, provide and obtain information, express feelings And emotions, and exchange opinions.

1.1.N.SL.a

Use ASL with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions.

1.1.N.SL.b

Ask and answer basic questions about the weather, health/physical conditions, self, family and friends using ASL.

1.1.N.SL.c

Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions.

1.1.N.SL.d

Request, offer, invite and reply appropriately using memorized ASL phrases.

1.1.N.SL.e

Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of ASL traits.

1.1.N.SL.f

Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of ASL traits.

1.1.N.SL.g

Ask questions about the attributes of places and things in their immediate environment and answer using a list of ASL traits.

1.1.N.SL.h

Exchange information using ASL on familiar topics such as personal interests, memorable experiences, school activities, and family life.

1.1.N.SL.i

Ask for and obtain information in everyday situations using ASL about time, place, price, size, relating to restaurants, stores, transportation, and services.

1.1.N.SL.j

Share likes and dislikes using ASL with a classmate.

1.1.N.SL.k

Share opinions and preferences using ASL with their classmates.

1.2 Interpretive Communication

Students understand and interpret written and spoken language on a variety of topics.

1.2.N.L.a

Interpret directions, commands and requests given in ASL.
1.2.N.L.b
Understand and interpret interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences given in ASL.
1.2.N.L.c
Understand and interpret the main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production) using ASL.
1.2.N.L.d
Understand and interpret the main idea of an audio presentation (CD, lecture, radio, podcast, songs/music) using ASL.

1.3 Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

1.3.N.S.a

Present songs, poems or stories using ASL.

1.3.N.S.b

Present brief personal descriptions on familiar topics using ASL such as self, friends, family, home and school.

1.3.N.S.c

Record self in video/DVD format using ASL.

STRAND 2: CULTURES

2.1 Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.1.N.H.a

Identify and explain the impact of three major historic events and their impact on the hearing impaired culture and community.

2.1.N.H.e

Identify and explain how the ASL language and culture has expanded throughout the world.

2.1.N.F.a

Describe family structures and the role of friends within the hearing impaired community or culture in which ASL is spoken.

2.1.N.F.b

Describe the daily routines within the hearing impaired community or culture in which ASL is spoken (concept of time, typical activities appropriate to various periods of time during the day).

2.1.N.F.c

Describe how daily needs are met within the hearing impaired community or culture in which ASL is spoken (housing, shopping, food preparation, transportation, health care, access to public services).

2.1.N.F.d

Describe typical leisure activities commonly practiced within a hearing impaired community or culture in which ASL is spoken.

2.1.N.E.a

Identify levels of instruction, courses, and typical daily school schedules and activities within a community or culture in which ASL is spoken.

2.1.N.E.c

Identify ways in which people of all ages earn money and/or make a living in a community or culture in which ASL is spoken.

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2.N.C.a

Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites) in the hearing impaired community.

2.2.N.C.b

Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites) in the hearing impaired community.

2.2.N.F.a

Describe the products needed to carry out daily routines and meet basic needs within a hearing impaired community, region, or culture in which ASL is spoken (housing, stores, food, transportation, health care, public services).

2.2.N.F.c

Describe the products needed for leisure activities commonly practiced within a hearing impaired community, region or culture in which ASL is spoken.

2.2.N.E.a

Identify facilities, supplies, and materials needed for schooling and activities in a hearing impaired community or culture in which ASL is spoken.

STRAND 3: CONNECTIONS

3.1 Knowledge

Students reinforce and further their knowledge of other disciplines through the world language.

3.1.N.a

Reinforce previously learned content knowledge using ASL.

3.2 Point of View

Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

3.2.N.a

Use visual and/or print materials available only in ASL to recognize that a topic or situation may be viewed differently in one's own culture than in the hearing impaired culture.

STRAND 4: COMPARISONS

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.

4.1.N.a

Identify basic differences and similarities in vocabulary between one's own language and ASL.

4.1.N.b

Identify basic differences and similarities in grammatical structures between one's own language and ASL.

4.1.N.c

Identify basic differences and similarities in register/honorifics between one's own language and ASL.

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

4.2.N.a

Identify basic culture practices in the hearing impaired community and compare them to one's own.

STRAND 5: COMMUNITIES

5.1 Use of Language

Students use the language both within and beyond the school setting.

5.1.N.a

Exchange information using ASL with people locally and around the world through avenues such as electronic presentations.

5.1.N.b

Provide services to others in the school district or community in which ASL is spoken.

5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

5.2.N.a

Willingly use ASL within the classroom setting.

5.2.N.b

Use authentic ASL materials and electronic media to explore topics of personal interest and enjoyment.

5.2.N.c

Identify careers where skills using ASL or a cross-cultural understanding are needed.