GOAL ONE: COMMUNICATION
Students Communicate in American Sign Language

1.1 INTERPERSONAL COMMUNICATION

Outcomes:

1. Lead a conversation on a controversial topic. F
2. Discuss and debate current events. F
3. Follow the rules of a game explained in ASL. F
4. Demonstrate sarcasm and teasing in ASL. F
5. Discuss the impact of audism on the Deaf World. F WA
6. Demonstrate ability to elicit conversation from a potential communication partner. F

1.2 INTERPRETIVE COMMUNICATION

Outcomes:

1. Retell short narratives that contain surrogation. VS
2. Follow complex directions that rely on spacial referents, indexing, and classifiers. F SF IQ
3. Expand WH-questions to questions involving HAPPEN, DO-DO, FOR-FOR, etc. F
4. Demonstrate comprehension of Conditional Questions in ASL. F SF IQ
5. Produce drawings that express a complex description of an object. F
6. Demonstrate fluent reception of fingerspelling- proper nouns, lexicalizations, and for emphasis. F SF IQ
7. Relate the main idea of works in ASL Poetry. F
8. Demonstrate comprehension of complex autobiographical information. F
1.3 PRESENTATIONAL COMMUNICATION

Outcomes:

1. Present deaf-relevant information for 15 minutes. VS F
2. Produce retells that are increasingly complex in grammatical features. VS
3. Produce spontaneous pieces of work that are increasingly complex in grammatical features. VS
4. Present one topic multiple times, employing a variety of registers. VS F

GOAL TWO: CULTURE
Gain Knowledge and Understanding of Deaf Culture

2.1 PRACTICES OF CULTURE

Outcomes:

1. Discuss comparative views between audist organizations and Deaf affirmative organizations. F
2. Participate in appropriate cultural activities. FWA
3. Explore primary affinity groups, such as Black-Deaf or Deaf-Black. F
4. Explore contemporary issues within the Deaf Community. F WA

GOAL THREE: CONNECTION
Use American Sign Language to Connect with Other Disciplines and Expand Knowledge

3.2 ACQUIRING INFORMATION

Outcomes:

1. Analyze vlogs and trainings in non-deaf specific fields. F
2. Present on a field not explicitly related to ASL or Deaf Culture. VS F
GOAL FOUR: COMPARISON
Develop Insight into the Nature of Language and Culture

4.1 LANGUAGE COMPARISONS

Outcomes:

1. Identify the HMH structure of signs. F
2. Explore the range that an adverb can hold to convey nuanced meaning. VS F
3. Identify and reproduce mouth morphology. VS F SF IQ
4. Explore and identify the use of the temporal aspect of FOR-A-LONG-TIME. VS F SF IQ
5. Demonstrate fluency in the use of the Ordinal Number System. VS F
6. Demonstrate the use of limited versus unlimited lists. VS F
7. Use Relative Clauses. VS F
8. Use consistent surrogation in storytelling. VS F
9. Demonstrate understanding of spacial constraints by signing background to foreground. VS F SF
10. Demonstrate deaf descriptive discourse in diamond format. VS
11. Explore difference between intimate, consultative, informal, formal, and frozen registers. VS F
12. Consistently use Handle Classifiers in constructive ways when describing an object. VS F SF
13. Use spacial visualization in storytelling that demonstrates time-transient surrogated interaction with the environment. VS F

4.2 CULTURAL COMPARISONS

Outcomes:

1. Identify limitations and opportunities in both Deaf Culture and hearing society. F
2. Identify instances where the Deaf Culture seems to be individualistic, and hearing society seems to be collectivist. F
3. Explore the similarities and differences between ASL and International Sign Language. F
GOAL FIVE: COMMUNITY
Use American Sign Language to Participate in the Deaf Community

5.1 ASL CLASS AND COMMUNITY

Outcomes:

1. Participate in a learning activity with the Residential School. F WA
2. Invite community members to participate in ASL events. F

5.2 LIFELONG LEARNING

Outcomes:

1. Attend ASL events. F WA
2. Tutor struggling students of ASL. F
3. Present on the intersection of hearing-centric professions and deaf professionals who enter these fields. F
4. Play games that use ASL and reflect Deaf Culture. F

References

ACTFL Performance Descriptors for Language Learners, 2012