

WV CSO Curriculum Planning Tool

American Sign Language Content Standards and Objectives—Level II

Objective #	Objective	Projected Date	Date Taught	Date Assessed	Date Re-Taught	Date Re-Assessed
ASL.O.LI.1.01	incorporate appropriate handshapes, palm orientations, location, movement, and non-manual behaviors within the registers in receptive, expressive and interactive communication. This objective spans the three modalities of receptive, expressive and interactive language use.					
Receptive	understanding and interpreting American Sign Language on a variety of topics					
ASL.O.LII.1.02	demonstrate understanding of signed communication about activities at school or in the Deaf community.					
ASL.O.LII.1.03	differentiate between similar descriptions of people, ideas, objects and emotions.					
ASL.O.LII.1.04	summarize the main themes and significant details of topics and presentations.					
ASL.O.LII.1.05	carry out multi-step directions, commands and instructions based on familiar topics and vocabulary.					
ASL.O.LII.1.06	distinguish the principle characters, main ideas, and themes in selected literary presentations (e.g., storytelling, folklore, poetry, drama).					
Expressive	conveying information, concepts and ideas for a variety of purposes and on a variety of topics					
ASL.O.LII.1.07	gather, prepare and deliver information, short plays/skits, poetry or anecdotes based on familiar topics from a signed or written source.					
ASL.O.LII.1.08	explain processes, procedures and locations of multi-step directions, commands and instructions.					
ASL.O.LII.1.09	interpret* information expressively from oral or written sources.					
ASL.O.LII.1.10	express needs, likes, dislikes with supporting details based on familiar topics.					
ASL.O.LII.1.11	seek clarification of signed information to confirm understanding.					
ASL.O.LII.1.12	incorporate commonly used gestures, facial expressions and registers.					
Interactive	conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions					
ASL.O.LII.1.13	discuss opinions and preferences about personal experiences and other familiar topics.					
ASL.O.LII.1.14	request and provide information on a variety of familiar topics.					
ASL.O.LII.1.15	negotiate meaning of signed information to reach understanding.					
ASL.O.LII.1.16	explore and discuss possible solutions to issues related to the school and/or community.					
ASL.OL.II.2.01	analyze and discuss common beliefs and attitudes among members of the Deaf community.					
ASL.OL.II.2.02	discuss literary elements of folklore, humor & ABC stories from Deaf culture.					
ASL.OL.II.2.03	describe contributions made by people who influenced the Deaf heritage.					
ASL.OL.II.2.04	examine and compare opinions regarding ASL as a language and its influence on other languages.					
ASL.OL.II.2.05	explore the membership of the Deaf community and its hierarchy and identify roles of organizations of the Deaf					
ASL.OL.II.2.06	discuss the significance of ASL, objects, images, products and symbols of the Deaf culture.					
ASL.O.LII.3.01	describe established patterns of behavior in cross-cultural settings.					
ASL.O.LII.3.02	discuss topics from other subject areas in ASL.					
ASL.O.LII.3.03	analyze and select the appropriate technology available to the Deaf community in cross-cultural settings based on advantages and limitations of the selected technology.					
ASL.O.LII.3.04	identify issues from different perspectives of members of the Deaf culture					
ASL.O.LII.4.01	summarize the syntactical and linguistic similarities and differences between ASL and English					
ASL.O.LII.4.02	analyze and debate topics pertinent to ASL and the Deaf culture					
ASL.O.LII.4.03	utilize critical elements of ASL that must be mastered to convey meaning.					
ASL.O.LII.4.04	compare and contrast deaf education and its history with the education of hearing children in America.					
ASL.O.LII.4.05	compare and contrast ASL and English figurative language and idioms.					
ASL.O.LII.5.01	locate and participate in activities in which the ability to communicate in ASL may be beneficial to schools and communities.					
ASL.O.LII.5.02	exchange information with people locally and around the world					
ASL.O.LII.5.03	pursue opportunities to use ASL for enjoyment					