

Pre-Test

T/F: National standards mean everybody teaches the same material the same way

T/F: Having national standards is similar to a national curriculum

T/F: National standards focuses more on students than teachers

National Standards: The 5 C's



Who?



- American Council on the Teaching of Foreign Languages
- Goal is to promote proficiency in language and culture
- Represents all languages

What?

- Question: What does L2 proficiency look like?
- Published national standards (1998)
- Invited ASLTA to develop national ASL standards
- Not a curriculum, but a set of goals all teachers work towards

Why?

- Students tend to have language skills or culture skills - rarely both balanced
- Teachers need to have a general framework of goals to focus on to ensure students have strong language & culture skills - balanced

How?



Cultures 2.1

- Practices and perspectives present in Deaf culture
- What do Deaf people do? (habits, tendencies, behaviors)
- Why do Deaf people do what they do? (perspectives)

Cultures 2.2

- Products and perspectives present in Deaf culture
- What do Deaf people make? (art, film, ideas, organizations, etc.)
- Why do Deaf people make these things? (perspectives)

Connections 3.1

- Use ASL to learn and reinforce other subject areas
- Use math to practice numbers, fingerspelling to reinforce names of famous artists, etc.
- Any topic is suitable

Connections 3.2

- Learn distinctive viewpoints of Deaf culture only available in ASL
- “Window” to Deaf World
- Also learn new information about other topics through ASL

Comparisons 4.1

- Compare ASL with other languages
- Goal is to help students understand grammar and structure of ASL by comparing it to grammar they already know
- Goal is also to help students understand similarities and differences between languages

Comparisons 4.2

- Compare Deaf culture with other cultures (Deaf or hearing)
- Goal is to help students understand Deaf culture by comparing it to culture they already know (usually their own)

- Goal is also to help students understand similarities and differences between cultures

Communities 5.1

- Use ASL inside and outside of the classroom
- Interact with ASL users, not just observe at a Deaf event
- Expose ASL / Deaf culture to others not learning ASL

Communities 5.2

- Develop life-long learning and enjoyment by appreciating what was learned about ASL / Deaf culture
- Learn strategies to help the student continue exploring the Deaf World on his / her own
- Expose students to ASL literature, Deaf literature, film, etc.

Learning Scenarios

- A lesson plan that meets all the standards is called a “learning scenario”
- The learning scenario might take 1 or several days before it’s completed. Avoid taking more than 1 week to complete a learning scenario
- For each standard, check to see what your textbook already has, and then begin to gather other materials
