

INDIANA ACADEMIC STANDARDS

World Languages

***American Sign Language
K-12 Sequence***

2019



Indiana Academic Standards for American Sign Language (ASL): Kindergarten to Grade 12

What are the college and career ready Indiana Academic Standards? (Click [here](#) to be taken directly to the standards in this document.)

The standards are not Curriculum.

The college and career ready Indiana Academic Standards for World Languages: ASL-Secondary are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. Identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

The standards do not define how teachers should teach. The standards must be complemented by well-developed, aligned, and appropriate curricular materials, as well as robust and effective instructional best practices. Additionally, the standards do not provide differentiation or intervention methods necessary to support the needs of students who are far below or far above grade level or proficiency levels. It is up to the district, schools, and educators to determine the best and most-effective mechanisms of standards delivery for such students.

World Languages Introduction

With increased globalization in the 21st century, Indiana students will need to have a greater awareness of cultures different from their own. Through the study of world languages, our students have the opportunity to expand their knowledge and to appreciate more fully the richness of cultural difference, while finding links common to people from many cultures. By building linguistic proficiency in world languages and providing them greater cultural exposure, Indiana students will be better prepared for future educational pursuits and careers beyond the classroom.

Indiana's World-Class Standards

In order to maintain the highest quality academic standards for Indiana schools, Indiana reviews and revises the World Language Standards once every six years. Indiana strives to produce standards that will be “world-class, clear, concise, jargon-free, and by grade level” (Indiana Public Law 146-1999). The Indiana Department of Education (IDOE) formed a committee of

teachers, content experts, and professors from higher education from around the State who collaborated extensively to produce the *2019 Indiana Academic Standards for World Languages*.

Purpose and General Description of World Language Standards in Indiana

The Indiana Academic Standards for World Languages were modeled after the standards developed by the American Council on the Teaching of Foreign Language (ACTFL). ACTFL categorizes the standards into the five C's of world language education: Communication, Cultures, Connections, Comparisons, and Communities. ACTFL provides the following description of these goals: **Communication**, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides **connections** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through **comparisons** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways (Standards for Foreign Language Learning in the 21st Century, 2006, p. 31).

Five Sets of Academic Standards

The 2019 revision of *Indiana's Academic Standards for World Languages* replaces the document published in 2013. The document includes four sets of academic standards: Classical Modern, East Asian, American Sign Language (ASL)-Secondary, American Sign Language K-12 Sequence, as well as the latest revision of *the Indiana Academic Standards for Heritage Language Learners*. This approach allows for articulation of common standards that are applicable to all languages, but also serves to distinguish the developmental differences (i.e. the increased time necessary to read and write in an East Asian language) that occur when learning these languages.

While they are based on ACTFL's Five C's of Language Learning, the Indiana Academic Standards include a greater instructional emphasis on the overarching standards of communication as well as the importance of teaching within a cultural context. The following is a link to ACTFL's Five C's of Language Learning:

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Within each of the standards of communication, cultures, connections, comparisons, and communities is a series of indicators and a proficiency benchmark. Within the framework of instruction, teachers will utilize the proficiency benchmarks to evaluate how a student may perform in authentic situations outside of the classroom. There are indicators for assessment of

students' achievement *within* the classroom setting. The proficiency benchmarks indicators appear in student voice as "I can" statements.

At the state level, academic standards allow schools and local communities to effectively and efficiently plan curricula. While this document is not meant to serve as the curriculum or describe how the content should be taught, it assists teachers in designing curricula as well as ensure appropriate articulation, matriculation, consistency, and learning outcomes statewide. *Many examples have been included to provide additional context and clarity, but they are not meant to be specific to any given language or content area nor are they intended to prescribe curriculum.*

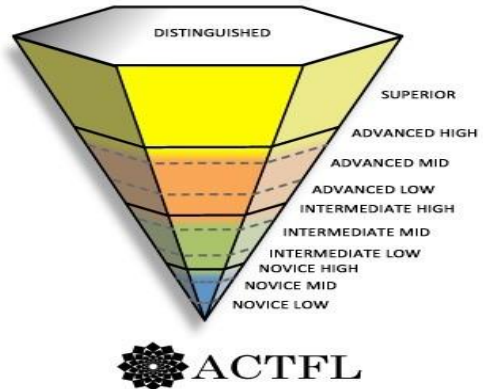
Proficiency Guideline, Targets, and Instructional Hours

The Foreign Service Institute (FSI) breaks languages into four categories based on the length of time it takes for the average learner to acquire each language as well as the linguistic and cultural differences in the language as compared to English.

Category 1	Category 2	Category 3	Category 4
<i>French</i>	<i>German</i>	<i>Greek</i>	<i>ASL</i>
<i>Italian</i>		<i>Hebrew</i>	<i>Chinese (Mandarin)</i>
<i>Latin</i>		<i>Russian</i>	<i>Japanese</i>
<i>Spanish</i>			<i>Korean</i>

The level of proficiency we should expect from students depends on the category of the target language and the hours of instruction in that language. The number of instructional hours per level of a language varies widely across Indiana districts, so each chart is grouped by hours of instruction instead of level. Using the hours to find the appropriate proficiency target for each mode, they can be used to determine which standards and indicators are appropriate for each mode of communication in a language course. The ACTFL proficiency levels are described on their website and may be downloaded as a PDF from the link below:

https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf



Middle School and High School Level 1 and Level 2 Category Languages

Mode	135 - 150 hours	270 - 300 hours	405 - 450 hours	540 - 600 hours	675-750 hours	825-900 hours
Interpretive Listening	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High
						Advanced Low
Interpretive Reading	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
					Intermediate High	
Presentational Speaking	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
	Novice Mid	Novice High	Intermediate Low	Intermediate Mid		
Presentational Writing	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
					Intermediate High	
Interpersonal Speaking	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High
						Advanced Low

Middle School and High School Level 3 and Level 4 Category Languages

Mode	135 - 150 hours	270 - 300 hours	405 – 450 hours	540 – 600 hours	675-750 hours	825-900 hours
Interpretive Listening	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid
		Novice High			Intermediate Mid	
Interpretive Reading	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
Presentational Speaking	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
Presentational Writing	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
Interpersonal Speaking	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid
		Novice High			Intermediate Mid	

Middle School and High School Visual Languages (ASL)

Mode	135 - 150 hours	270 - 300 hours	405 – 450 hours	540 – 600 hours	675-750 hours	825-900 hours
Interpretive Receptive	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High
	Novice High	Intermediate Low	Intermediate Mid			
Interpersonal Interactive	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate High
				Intermediate Mid		
Presentational Expressive	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate High
				Intermediate Mid		

Adapted from Ohio Department of Education

It is highly recommended that schools introduce language learning at the earliest age possible. The standards allow for common entry points for language learners and local conditions will determine how schools implement the standards. Additionally, due to a highly mobile student population, consideration should be given to providing options that allow all students to enter a program regardless of prior language learning experiences. World language departments can consult IDOE to better ascertain which language sequence is the most appropriate fit for their programs.

The Importance of Instruction in the Target Language

In order to provide students with as much connection to and practice with a new language, world language instructors should use the target language to the greatest extent possible when interacting with students both within and beyond the school setting (ACTFL). The exclusive use of the target language at all levels of language learning is possible in most learning contexts by the use of cognates and by building upon what students already know. This practice better prepares young learners to make a more seamless transition from secondary to post-secondary language classrooms.

World Languages and English as a Second Language

Indiana’s Academic Standards for World Languages are designed to guide instruction in world languages including commonly and less-commonly taught languages, heritage languages, and classical languages. A separate set of WIDA English language development (ELD) standards for English learners exist to guide English language development for English learners, and

these differ from the standards for world languages.

Heritage Language Learner Standards

Indiana's Academic Standards for Heritage Language are designed to allow heritage speakers to continue to develop their linguistic and cultural skills in order to become fully bilingual. There is a focus on academic language while building literacy skills in reading and writing as well as drawing upon and enhancing their cultural knowledge.

Multilingual Certificate

The *Indiana Certificate of Multilingual Proficiency* is an award made by a participating school corporation, charter school, or accredited nonpublic high school designating on a student's transcript that the student has attained a high level of proficiency, sufficient for meaningful use in college and a career in one or more languages in addition to English.

Guide to Understanding Standards Coding

Please use the following key to understand how the standards are coded. Coding provides a consistent means of communication among educators. This is quickly evident in the formatting of the world languages standards on the following pages.

Example: Communication Standard – K.1C.1I.1	
K	<i>This is the grade level. “K” is for kindergarten.</i>
1C	<i>Communication is the Overarching Standard. The numeral “1” indicates that this is Communication or the first of ACTFL’s 5 Cs.</i>
1I	<i>“1I” signifies the Specialized Standard. “1I” refers to Interpersonal Communication. Within the Communication Standard, there is also the Interpersonal Specialized Standard, thus the need for the “1I.”</i>
1	<i>The “1” is the specific indicator.</i>

How to Use the Indiana Academic Standards for American Sign Language: K-12 Sequence

The Indiana Academic Standards for American Sign Language (ASL) K-12 are World Language Standards that are intended for student learning when students are learning ASL as a second language.

Important Note:

Indiana recognizes the need for inclusivity and has changed Indiana Article 7 wording to include Deaf and Hard of Hearing. Small "d" deaf refers to individuals who are not integrated into Deaf culture and think of hearing loss in medical terms. Individuals who are deaf tend to identify themselves as hearing people and use spoken language to communicate. "Big D" Deaf people identify themselves as culturally Deaf and have a strong Deaf identity. Individuals who are Deaf often attend schools and programs for the Deaf and use American Sign Language to communicate. The ASL language cannot be separated from Deaf culture. Making the distinction between big "D" Deaf and small "d" deaf is important in ensuring that Indiana does not produce academic standards that would be offensive and to ensure political correctness.

Additionally, see further explanation here (specifically on page 6)

http://www.aslta.org/wp-content/uploads/2014/07/National_ASL_Standards.pdf

Excerpted from the American Sign Language Teacher Association

Big "D", Little "d"

Throughout this document, the word "Deaf" is capitalized when referring to the culture and community of the Deaf. This convention highlights the difference between the cultural affiliation of identifying with a like group of people with a shared history, traditions, and language, and the audiological condition of not hearing. The lower case "deaf" refers to the physical nature of being deaf, as well as to those deaf individuals who do not identify with Deaf culture.

Support for Teachers of Students Who Are Deaf or Hard of Hearing

The Gallaudet University K-12 ASL Standards are intended to support teachers who plan for ASL instruction for students who are deaf and hard of hearing. Please see this support from [Gallaudet University](#).

References

National Standards in Foreign Language Education Project (2006). Standards for Foreign Language Learning in the 21st Century (3rd Ed.). Lawrence, KS: Allen Press.

Resources

American Council on the Teaching of Foreign Languages (ACTFL)
<http://www.actfl.org>

Asia Society Partnership for Global Learning and National Mapping Project

<http://asiasociety.org/education>

<http://mappingthenation.net/>

Gallaudet University

<https://www.gallaudet.edu>

Indiana Foreign Language Teachers Association (IFLTA)

<http://www.iflta.org>

National Council of State Supervisors of Foreign Languages (NCSSFL)

<http://ncssfll.org>

Ohio Department of Education

<http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language#Standards1>

U.S Department of State Foreign Service Institute

<https://www.state.gov/m/fsi/sls/c78549.htm>

American Sign Language Teachers Association

<https://aslta.org/>

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For questions about the Indiana Academic Standards for World Languages, please contact IDOE's Office of Academics. For questions about the Multilingual Certificate, please contact IDOE's Office for Title Grants and ask for the English learner specialists.

American Sign Language (ASL)

Kindergarten

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (1I)
<i>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.</i>
K.1C.1I.1 - I can recognize and express basic greetings and farewells. Examples: Hello, Good-bye
K.1C.1I.2 - I can recognize and state basic personal information. Examples: Name, age
K.1C.1I.3 - I can recognize and express basic likes, dislikes, and feelings through single-word responses.
K.1C.1I.4 - I can identify people, objects, and animals using ASL.
K.1C.1I.5 - I can express conversational phrases with peers and adults. Examples: Please, thank you, excuse me.
K.1C.1I.6 - I can sign the WH questions vocabulary. Examples: Who, where, when, why, what, and how?

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics.

Communication - Interpretive (2I)

Proficiency Benchmark: *I can maintain signed conversation and discussion across time frames on familiar as well as unfamiliar topics using simple sentences and simple questions.*

K.1C.2I.1 - I can comprehend and respond to simple commands and requests. **Examples:** Saying please and thank you; following the directions in an art activity; cleaning up classroom messes, rearranging seating, and lining up in a straight line when asked.

K.1C.2I.2 - I can comprehend numbers of 1-20 in ASL.

K.1C.2I.3 - I can identify the most commonly-used ASL handshapes (BASCO15).

K.1C.2I.4 - I can recognize WH questions in ASL storytelling. **Examples:** who, what, where, when, why, how?

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentation:** Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.*

K.1C.P.1 - I can recite developmentally appropriate rhymes and poetry of the culture. (up to three lines)

K.1C.P.2 - I can present simple prepared material with teacher guidance. **Examples:** Show and Tell, sharing photos or drawings.

K.1C.P.3 - I can present a simple ASL rhyme poem..

K.1C.P.4 - I can present a simple ASL rhyme poem. **Examples:** ASL rhymes, using most common hand shapes (BASCO15) found on YouTube.

K.1C.P.5 - I can describe familiar objects, places, and people. **Examples:** Shapes, colors, people, things, and places (home and school).

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultural Practices through Interactions** - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Culture - Relating to Cultural Practices through Interactions (RC)
Proficiency Benchmark: <i>I can interact at a survival level in some familiar everyday contexts.</i>
K.2C.RC.1 - I can explore daily activities of Deaf people. Examples: Practicing waking up using visual alerts; determining whether there is adequate lighting in the room for visual communication; inviting a Deaf guest speaker to answer common questions about being Deaf.
K.2C.RC.2 - I can participate in grade level cultural activities. Examples: Celebrating Clerc and Gallaudet week in December.
K.2C.RC.3 - I can use various attention-getting strategies. Examples: Tap on the shoulder, stomp on the floor, and flick the lights on and off.
K.2C.RC.4 - I can examine elements of Deaf art including hands, handshapes, and eyes. Examples: Playing with handshape blocks; using handshape cards; participating in the “What Am I Looking At?” game.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language.

Connections - Making Connections (MC)
Proficiency Benchmark: <i>I can access and evaluate basic information and perspectives that are available through ASL and its culture.</i>
K.3C.MC.1 - I can recite developmentally appropriate rhymes and poetry of the culture. (up to three lines)

K.3C.MC.2 - I can present simple prepared material with teacher guidance. **Examples:** Show and Tell, sharing photos or drawings.

K.3C.MC.3 - I can present a simple ASL rhyme poem. **Examples:** ASL rhymes, using common handshapes (BASCO15)..

K.3C.MC.4 - I can describe familiar objects, places, and people. **Examples:** Shapes, colors, people, things, and places (home and school).

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

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

Connections - Acquiring Information and Diverse Perspectives (IP)

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

K.3C.IP.1 - I can use simple signs and/or phrases to identify familiar objects and basic concepts from other content areas. **Examples:** Showing signs for animals; describing weather; and identifying food items.

K.3C.IP.2 - I can integrate ASL numbers when making observations about people and things. **Examples:** Counting objects; using the calendar; talking about the size of families.

K.3C.IP.3 - I can identify family members and family relationships. **Examples:** Bringing pictures of family members to class; practicing fingerspelling the names of family members or showing personal name signs, describing the relationships between family members.

K.3C.IP.4 - I can identify community places, people and transportation. **Examples:** Identifying community locations, such as a church, school, home, and library; briefly describing the primary duties of emergency service personnel; describing the types of transportation used in the local community.

K.3C.IP.5 - I can use spatial understanding to identify and outline shapes. **Examples:** Identifying the names of shapes; using index fingers to outline two-dimensional shapes; demonstrating tracing classifiers to outline specific three-dimensional shapes.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages

Comparisons - Language (LC)

Proficiency Benchmark: *I can identify basic differences and similarities between American Deaf culture, American Culture, and other signed languages - countries' cultures.*

K.4C.LC.1 - I can use simple signs and/or phrases to identify familiar objects and basic concepts from other content areas.

K.4C.LC.2 - I can recognize the words /signs shared between ASL and English.

K.4C.LC.3 - I can recognize and use authentic simple forms of address in everyday situations.

K.4C.LC.4 - I can compare the alphabet and numbers in English and handshapes in ASL. **Examples:** Playing games that include a variety of ASL handshapes; viewing animated ASL handshapes on the computer; drawing in pictures of alphabet letters or numbers and making ASL handshapes out of dough.

K.4C.LC.5 - I can experiment with forming age- and developmentally-appropriate facial expressions and non-manual signals. **Examples:** Practicing facial expressions based on simple emotions (happy, sad, surprised, etc.); observing topicalization when being asked questions; interpreting the meaning of various facial expressions found in photos or other sources.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (SG)

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

K.5C.SG.1 - I can share experiences from American Sign Language classrooms within the school and/or community. Example: Use American Sign Language to teach basic vocabulary to friends and family.

K.5C.SG.2 - I can recognize the use of American Sign Language in the learner's community.

K.5C.SG.3 - I can use simple signs and/or phrases to identify familiar objects and basic concepts from other content areas. **Examples:** Showing signs for animals; describing weather; identifying food items.

K.5C.SG.4 - I can integrate ASL numbers when making observations about people and things. **Examples:** Counting objects; using the calendar; talking about the size of families.

K.5C.SG.5 - I can identify family members and family relationships. **Examples:** Bringing pictures of family members to class; practicing fingerspelling the names of family members or showing personal name signs; describing the relationships between family members.

K.5C.SG.6 - I can identify community locations, personnel, and transportation. **Examples:** Identifying community locations, such as school, home, and library briefly describing the primary duties of emergency service personnel; describing the types of transportation used in the local community.

K.5C.SG.7 - I can use spatial understanding to identify and outline shapes. **Examples:** Identifying the names of shapes; using index fingers to outline two- dimensional shapes; demonstrating tracing classifiers to outline specific three-dimensional shapes.

K.5C.SG.8 - I can demonstrate an understanding of the similarity between voice / mouth and hand / eye communication and that different people communicate in different ways. **Examples:** Understanding that Deaf people use their eyes the way hearing people use their ears; observing differences in being able to communicate through windows or across wide spaces with ASL and being able to talk in the dark in spoken English; identifying ways people are different, yet similar.

American Sign Language (ASL)

Grade 1

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (1I)
<i>Proficiency Benchmark: Novice - 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.</i>
1.1C.1I.1 - I can recognize and express basic greetings and farewells. Examples: Hello and good-bye
1.1C.1I.2 - I can recognize and state basic personal information. Examples: Name, age, family members, and favorite things.
1.1C.1I.3 - I can recognize and express basic opinions and feelings through single-word responses.
1.1C.1I.4 - I can identify places, transportation and animals using ASL.
1.1C.1I.5 - I can express conversational phrases with peers and adults. Examples: Please, good-bye, thank you, and excuse me.
1.1C.1I.6 - I can sign the WH questions vocabulary. Examples: Who, where, when, why, what, and how.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics.

Communication - Interpretive (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.*

1.1C.2I.1 - I can comprehend and respond to simple commands and requests. **Examples:** Signing please and thank you; following the directions in an art activity; cleaning up the classroom, rearranging seating, and lining up in a straight line when asked.

1.1C.2I.2 - I can comprehend numbers of 1-50 in ASL.

1.1C.2I.3 - I can identify basic ASL handshapes (BASCO15) and some complex handshapes such as P, F, G, K, and E.

1.1C.2I.4 - I can recognize WH-questions in ASL storytelling. **Examples:** Who, where, when, why, what, and how?

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentational:** Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.*

1.1C.P.1 - I can recite grade level rhymes and poetry found in ASL. (up to five lines)

1.1C.P.2 - I can present simple prepared material with teacher guidance. **Examples:** Show and Tell, and sharing photos or drawings.

1.1C.P.3 - I can present a simple ASL rhyme poem. **Examples:** ASL rhymes, using basic handshapes (BASCO15) and some complex handshapes found on YouTube.

1.1C.P.4 - I can describe familiar objects, places, and people. **Examples:** Shapes, colors, people, things, and places (home and school).

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultural Practices through Interactions** - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Cultures - Relating to Cultural Practices through Interactions (RC)
<i>Proficiency Benchmark: I can interact at a survival level in some familiar everyday contexts.</i>
1.2C.RC.1 - I can explore daily activities of Deaf people. Examples: Practicing waking up using visual alerts; determining whether there is adequate lighting in the room for visual communication; inviting a Deaf guest speaker to answer common questions about being Deaf.
1.2C.RC.2 - I can participate in grade level cultural activities. Examples: Celebrating Clerc and Gallaudet Week in December.
1.2C.RC.3 - I can use various attention-getting strategies. Examples: Tap on the shoulder, stomp on the floor, and flick the lights on and off.
1.2C.RC.4 - I can examine elements of Deaf art including hands, handshapes, and eyes. Examples: Playing with wooden and carved handshape blocks; using handshape cards; participating in the What Am I Looking At? game.
1.2C.RC.5 - I can identify famous Deaf people. Examples: Find pictures from the Internet.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

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

Connections - Acquiring Information and Diverse Perspectives (IP)
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Proficiency Benchmark: *I can access and evaluate basic information and perspectives that are available in Deaf culture.*

1.3C.IP.1 - I can use simple signs and/or phrases to identify familiar objects and basic concepts from other content areas. **Examples:** Showing signs for animals; describing weather; and identifying food items.

1.3C.IP.2 - I can integrate ASL numbers when making observations about people and things. **Examples:** Counting objects; using the calendar; talking about the size of families.

1.3C.IP.3 - I can identify family members and family relationships. **Examples:** Bringing pictures of family members to class; practicing fingerspelling the names of family members or showing personal name signs, describing the relationships between family members.

1.3C.IP.4 - I can identify community places, people and transportation. **Examples:** Identifying community locations, such as a church, school, home, and library; briefly describing the primary duties of emergency service personnel; describing the types of transportation used in the local community.

1.3C.IP.5 - I can use spatial understanding to identify and outline shapes. **Examples:** Identifying the names of shapes; using index fingers to outline two-dimensional shapes; demonstrating tracing classifiers to outline specific three-dimensional shapes.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language.

Connections - Making Connections (MC)

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

1.3C.MC.1 - I can identify and express ASL basic vocabulary and some complex vocabularies through various uses of digital visual media. **Examples:** Grade level language websites, TV programs, and children's programming.

1.3C.MC.2 - I can view and recognize basic ASL handshape rhymes (BASCO15) and some complex handshapes. (YouTube videos) .

1.3C.MC.3 - I can view and perform simple greetings and handshape rhymes in ASL. **Examples:** Signing happy birthday songs; viewing handshape holiday stories; viewing

handshape rhymes about weather.
1.3C.MC.4 - I can develop familiarity with the aesthetic value of rhythm, timing, and vibration. Examples: Playing with drums; feeling the vibrations from speakers; engaging in simple physical activities based on timing.
1.3C.MC.5 - I can develop an understanding of how lighting may be used for different purposes. Examples: Using lights to get someone’s attention; playing musical chairs with light rather than sound; experimenting with the effects of light and dark on communicating in ASL.
1.3C.MC.6 - I can develop an appreciation for the hands and eyes. Examples: Using coloring books; engaging in art projects; playing with play-dough.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages.

Comparisons - Language (LC)
<i>Proficiency Benchmark: I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries).</i>
1.4C.LC.1 - I can recognize the words /signs and simple sentences shared between ASL and English.
1.4C.LC.2 - I can recognize and use authentic simple and complex forms of address in everyday situations.
1.4C.LC.3 - I can compare the alphabet and numbers in English and handshapes in ASL. Examples: Playing games that include a variety of ASL handshapes; viewing animated ASL handshapes on the computer; drawing pictures of alphabet letters or numbers and making ASL handshapes out of dough.
1.4C.LC.4 - I can experiment with forming age- and developmentally-appropriate facial expressions and non-manual signals. Examples: Practicing facial expressions based on simple emotions (happy, sad, surprised, etc.); observing topicalization when being asked questions; interpreting the meaning of various facial expressions found in photos or other sources.
1.4C.LC.5 - I can recognize contributions made from Deaf culture. Examples: Art, values, famous people, closed captioning, football huddle, baseball umpire signals, etc.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (SG)

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

1.5C.SG.1 - I can apply signs learned from American Sign Language classroom out of the school and/or community. **Examples:** Use American Sign Language to teach basic vocabulary to friends and family.

1.5C.SG.2 - I can recognize the use of American Sign Language in the learner's community.

1.5C.SG.3 - I can demonstrate an understanding of the similarities between voice / mouth and hand / eye communication and that different people communicate in different ways. **Examples:** Understanding that Deaf people use their eyes the way hearing people use their ears; observing differences in being able to communicate through windows or across wide spaces with ASL, and being able to talk in the dark in spoken English; identifying ways people are different, yet similar.

American Sign Language (ASL)

Grade 2

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (1I)
<i>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.</i>
2.1C.1I.1 - I can recognize and express basic greetings and farewells. Examples: Hello and Good-bye
2.1C.1I.2 - I can recognize and state basic personal information. Examples: Name, age, family members, colors, animals.
2.1C.1I.3 - I can recognize and express basic opinions and feelings through several-word responses.
2.1C.1I.4 - I can identify places, transportation, occupations, and animals using ASL.
2.1C.1I.5 - I can express conversational phrases with peers and adults. Examples: (Please, bye, thank you, and excuse me).
2.1C.1I.6 - I can sign the WH questions vocabulary. Examples: Who, where, when, why, what, and how

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics.

Communication - Interpretive (2I)
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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.*

2.1C.2I.1 - I can comprehend and respond to simple commands and requests. **Examples:** Signing please and thank you; following the one or more step directions in classrooms and outside classrooms.

2.1C.2I.2 - I can comprehend numbers of 1-100 in ASL.

2.1C.2I.3 - I can identify recognize most commonly used ASL handshapes (BASCO15) and more complex handshapes such as P, F, G, K, and E.

2.1C.2I.4 - I can recognize WH-questions in ASL storytelling. **Examples:** Who, where, when, why, what questions.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentational:** Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.*

2.1C.P.1 - I can recite grade level rhymes and poetry found in ASL. (up to seven lines)

2.1C.P.2 - I can present complex and prepared material with the teacher's guidance. **Examples:** Show and tell and sharing photos or drawings.

2.1C.P.3 - I can present a simple ASL rhyme poem (up to seven lines). **Examples:** ASL rhymes, using basic handshapes (BASCO15) and some complex handshapes found on YouTube.

2.1C.P.4 - I can describe familiar objects, occupations, transportation, animals, colors, places, and people. **Examples:** Shapes, colors, people, things, and places (home and school).

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultural Practices through Interactions** - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Culture - Relating to Cultural Practices through Interactions (RC)
Proficiency Benchmark: <i>I can interact at a survival level in some familiar everyday contexts.</i>
2.2C.RC.1 - I can explore daily activities of Deaf people, their norms and their values . Examples: Practicing waking up using visual alerts; determining whether there is adequate lighting in the room for visual communication; inviting a Deaf guest speaker to answer common questions about being Deaf.
2.2C.RC.2 - I can participate in grade level cultural activities. Example: Celebrating Clerc and Gallaudet Week in December and Deaf understanding month in September.
2.2C.RC.3 - I can demonstrate how to use various proper attention-getting strategies. Examples: Tap on the shoulder, stomp on the floor, and turn the lights on and off.
2.2C.RC.4 - I can examine elements of Deaf art including hands, handshapes, and eyes. Examples: Playing with handshape blocks; using handshape cards; coloring handouts.
2.2C.RC.5 - I can identify famous Deaf people (Laurent Clerc, Thomas Gallaudet, Helen Keller, and Marlee Matlin). Examples: Find pictures from the Internet.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Acquiring Information and Diverse Perspectives** - Learners acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture

Connections - Acquiring Information and Diverse Perspectives (IP)
Proficiency Benchmark: <i>I can access and evaluate basic information and perspectives that</i>

are available in Deaf culture.

2.3C.IP.1 - I can use simple and complex signs and/or phrases to identify familiar objects-based complex concepts from other content areas. **Examples:** Showing signs for animals; transportation; occupations, family members, describing weather; and identifying food items.

2.3C.IP.2 - I can integrate ASL numbers up to 10 when making observations about people and things. **Examples:** Counting objects; using the calendar; talking about the size of families.

2.3C.IP.3 - I can identify family members, family relationships, and where they are from. **Examples:** Bringing pictures of family members to class; practicing fingerspelling the names of family members or showing personal name signs. describing the relationships between family members.

2.3C.IP.4 - I can identify Deaf people's community/places, people, and transportation. **Examples:** Identifying community locations, such as a church, school, home, and library, briefly describing the primary duties of emergency service personnel; describing the types of transportation used in the local community.

2.3C.IP.5 - I can use spatial understanding to identify and outline shapes. **Examples:** Identifying the names of shapes; using index fingers to outline two-dimensional shapes, demonstrating tracing classifiers to outline specific three-dimensional shapes.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language.

Connections - Making Connections (MC)

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

2.3C.MC.1 - I can identify and express ASL complex vocabularies through various uses of digital visual media. **Examples:** Grade level language websites, TV programs, and children's programs.

2.3C.MC.2 - I can view and recognize complex handshapes. **Example:** Using YouTube videos.

2.3C.MC.3 - I can view and perform complex greetings and handshape rhymes in ASL. **Examples:** Sing happy birthday songs; viewing handshape holiday stories; viewing handshape stories.

2.3C.MC.4 - I can develop familiarity with the aesthetic value of rhythm, timing, and vibrations. **Examples:** Playing with drums; feeling the vibrations from speakers; engaging in simple physical activities based on timing.

2.3C.MC.5 - I can develop an understanding of how lighting in rooms may be used for different purposes. **Examples:** Using lights to get someone's attention; playing musical chairs with light rather than sound; experimenting with the effects of light and dark on communicating in ASL.

2.3C.MC.6 - I can develop appreciation for the hands and eyes. **Examples:** Using coloring books; engaging in art projects; playing with play-dough.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages.

Comparisons - Language (LC)

Proficiency Benchmark: *I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries).*

2.4C.LC.1 - I can recognize the words /signs and complex sentences shared between ASL and English.

2.4C.LC.2 - I can recognize and use authentic simple and complex forms of addressing others in everyday situations.

2.4C.LC.3 - I can compare the alphabet and numbers in English and handshapes in ASL. **Examples:** Playing games that include a variety of ASL handshapes; viewing animated ASL handshapes on the computer, drawing pictures of alphabet letters or numbers and making ASL handshapes out of dough.

2.4C.LC.4 - I can experiment with forming grade level facial expressions and non-manual signals. **Examples:** Practicing facial expressions based on simple emotions (happy, sad, surprised, etc.); observing topicalization when being asked questions; interpreting the meaning of various facial expressions found in photos or other sources.

2.4C.LC.5 - I can recognize contributions from Deaf culture. **Examples:** Art, values, famous people, closed captioning, football huddle, baseball umpire signals, etc.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (SG)

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

2.5C.SG.1 - I can apply signs and sentences learned from American Sign Language classroom out of the school and/or community. **Example:** Use American Sign Language to teach basic vocabulary to friends and family.

2.5C.SG.2 - I can recognize the use and explain American Sign Language in the learner's community.

2.5C.SG.3 - I can demonstrate understanding for the similarities between ASL/English and Deaf and Hearing culture. **Examples:** Understanding that Deaf people use their eyes the way hearing people hear with their ears; observing differences in being able to communicate through windows or across wide spaces with ASL, and being able to talk in the dark in spoken English; identifying ways people are different, yet similar.

American Sign Language (ASL)

Grade 3

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (1I)
<i>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.</i>
3.1C.1I.1 - I can give and follow the simple instructions in ASL to complete a variety of classroom and cultural activities. Examples: Playing games; demonstrating attention-getting strategies; describing simple step-by-step activities.
3.1C.1I.2 - I can tell a peer an opinion about family, school, and everyday activities. Examples: Communicating on a videophone; exchanging opinions about school; conducting peer interviews on a popular topic.
3.1C.1I.3 - I can discuss personal likes and dislikes on topics such as food, and holidays. Examples: Conducting questionnaires; listing and contrasting preferences; making comparisons between different opinions.
3.1C.1I.4 - I can show Deaf related products, such as Deaf art or technical equipment used by Deaf people (i.e., Videophone, phone features, alarm clocks, doorbells, smoke alarms), and share opinions. Examples: Explaining about Deaf art; discussing the contributions made by Deaf people to different fields in the community; exchanging information related to technical equipment in ASL.
3.1C.1I.5 - I can role play a variety of situations. Examples: Meeting a Deaf person for the first time; asking a Deaf peer to play a game or sport activity; demonstrating culturally appropriate and attention-getting strategies.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded

American Sign Language on a variety of topics.

Communication - Interpretive (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.*

3.1C.2I.1 - I can comprehend the main ideas in age-appropriate ASL narratives and stories. **Examples:** Retelling the main points of a fairy tale; identifying the main characters; and listing the important events in a story.

3.1C.2I.2 - I can comprehend the relationship between handshape and meaning in selections of ASL literature including ABC, handshape, and number stories. **Examples:** Identifying and listing key handshapes and their meanings; retelling the main points; describing the sequence of events.

3.1C.2I.3 - I can comprehend brief video messages of familiar topics such as family, school, and holiday celebrations. **Examples:** Retelling the content of a video email; describing holiday customs; sharing information from the video school bulletin.

3.1C.2I.4 - I can view brief video descriptions of people, animals, objects, places, common activities, weather, and identify corresponding pictures or illustrations. **Examples:** Matching pictures; drawing illustrations; arranging illustrations and retelling the events in sequential order.

3.1C.2I.5 - I can understand and follow the directions given in ASL related to daily classroom activities. **Examples:** Playing games; responding to requests; completing simple tasks.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentation:** Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.*

3.1C.P.1 - I can present skits and perform stories in ASL for school events. **Examples:** Sharing ABC story, number story, handshape stories; dramatizing an important event in Deaf

history.

3.1C.P.2 - I can create simple, brief series of pictures about people, things, and school events. **Examples:** Recording a video report on a favorite book; completing a story board; listing what comes next in a series of events.

3.1C.P.3 - I can use ASL to tell peers in or out of school about their own cultures or cultural products and practices. **Examples:** Listing activities or basic information about the person's holidays, family events, and food; comparing traditions over a videophone.

3.1C.P.4 - I can dramatize familiar ASL stories, fairy tales, or poems. **Examples:** Re-enacting fairy tales told from a Deaf centric perspective; presenting Clayton Valli's poem "Rooster and the Cow"; retelling a selection from Once upon a sign videos.

3.1C.P.5 - I can use one or two of the selected classifiers. **Examples:** Using tracing classifiers; identifying entity classifiers (vehicles); presenting element classifiers.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultural Practices through Interactions** - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Culture - Relating to Cultural Practices through Interactions (RC)

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

3.2C.RC.1 - I can demonstrate familiarity with Deaf social customs and practices found in Deaf community. **Examples:** Observing social interactions between Deaf parents and children; attending an ASL storytelling event; watching video clips about Deaf Understanding Week.

3.2C.RC.2 - I can demonstrate how to use appropriate attention-getting techniques. **Examples:** Using shoulder tapping to get the attention of a single individual; using hands to wave to get a third person's attention; relaying a message for another person.

3.2C.RC.3 - I can participate in age-appropriate cultural activities. **Examples:** Read about Alice Cogswell and Thomas Gallaudet and create a play about the two important people in Deaf community.

3.2C.RC.4 - I can demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives. **Examples:** Role-playing writing notes on a pad of paper;

using gesture and mime to communicate basic needs; pointing to place a menu order.

3.2C.RC.5 - I can identify and describe simple culturally based behavior patterns of Deaf people. **Examples:** Explaining the importance of eye contact; role-playing extended farewells; discussing the value of sharing information.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Acquiring Information and Diverse Perspectives** - Learners acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture

Connections - Acquiring Information and Diverse Perspectives (IP)

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

3.3C.IP.1 - I can become familiar with age-appropriate literature in ASL games and learn games played by Deaf peers. **Examples:** Viewing fairy tales; Elephant game (nose and ears); and producing simple handshape poetry.

3.3C.IP.2 - I can examine how the major themes of hands, eyes, and signs appear in selected pieces of Deaf art. **Examples:** Examining the artwork of Chuck Baird and Betty Miller; identifying the meaning of selected images; viewing the poetry of Clayton Valli.

3.3C.IP.3 - I can identify and observe tangible products of Deaf culture. **Examples:** Becoming familiar with the Gallaudet/Cogswell sculpture; exploring the work of Douglas Tilden; examining accessibility products such as videophones, and visual alert systems.

3.3C.IP.4 - I can recognize themes, ideas, or perspectives of Deaf culture and recognize how they are reflected by the culture. **Examples:** Recognizing that ASL and English have different modalities; understanding the roles vibrations, rhythms, and lighting play in entertainment; developing understanding of Deaf people's pride in being Deaf.

3.3C.IP.5 - I can study the different geographical environments where Deaf people live and examine the impact of these environments on the lifestyles of various Deaf people. **Examples:** Becoming familiar with areas with large populations of Deaf people and where Deaf schools are located; comparing the lives of Deaf people who live in cities versus rural areas; identifying on a map local school for the Deaf or nearby public schools with Deaf students.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language.

Connections - Making Connections (MC)

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

3.3C.MC.1 - I can view and read stories in ASL that reflect cultural practices and historical figures. **Examples:** Viewing or read stories of Laurent Clerc; view or read the story of how Alice Cogswell met Thomas Hopkins Gallaudet; identifying the cultural practices of Deaf characters in stories.

3.3C.MC.2 - I can develop age-appropriate understanding of core cultural values, particularly that being Deaf is a positive trait. **Examples:** Expressing joy when a Deaf child is born; sharing opinions about the benefits of being Deaf; discussing the beauty of ASL.

3.3C.MC.3 - I can ask and answer questions about age- and developmentally-appropriate short stories, poems, and content-related materials. **Examples:** Discussing the connection between handshapes and meaning in stories; identifying characteristics of ASL poetry; discussing why vibration and rhythm are important aesthetic aspects in the Deaf community.

3.3C.MC.4 - I can find Deaf-related pictures and things to enhance their exploration of other topics. **Examples:** Presenting postcards from schools for the Deaf; describing pictures of famous Deaf individuals; explaining things obtained from Deaf-related events.

3.3C.MC.5 - I can look at the illustrations in Deaf children's books that show views of people and places in the Deaf world. **Examples:** Viewing the interactive story The Baobab; exploring Deaf culture-based ABC texts; reading children's books about the Deaf President Now movement.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages.

Comparisons - Language Comparison (LC)

Proficiency Benchmark: *I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries).*

3.4C.LC.1 - I can compare simple patterns of behaviors and interactions in various Deaf cultural settings. **Examples:** Identifying how Deaf people tend to include hugging as part of a greeting; comparing attention-getting techniques in ASL and spoken English; and alerts such as doorbells and alarms.

3.4C.LC.2 - I can demonstrate understanding that most languages use gestures, and that gestures and sign languages differ among cultures. **Examples:** Identifying gestures used by hearing American people; observing the different ways Deaf and hearing people count on the fingers; understanding differences between the counting systems in ASL and French Sign Language.

3.4C.LC.3 - I can compare and contrast tangible products and practices of Deaf and other cultures. **Examples:** Comparing the features on cell phones and videophone used by Deaf and hearing people; identifying differences in toys produced for Deaf and hearing children.

3.4C.LC.4 - I can compare and contrast intangible products of different cultures. **Examples:** Comparing the concept of rhyming words in English and rhyming handshapes in ASL; identifying similarities in folktales for Deaf and hearing children; observing differences in facial expressions to convey meaning.

3.4C.LC.5 - I can recognize the interests and practices that cultures have in common with their Deaf peers and peers in various other cultures. **Examples:** Comparing the sports Deaf peers are interested in with their own interests; learning about similarities and differences in education.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (SG)

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

3.5C.SG.1 - I can hold a conversation with native ASL users about everyday matters and daily experiences. **Examples:** Having a short conversation with Deaf person on videophone; creating a video email to start a conversation; sharing information about everyday activities.

3.5C.SG.2 - I can identify Deaf people's professions in ASL environment or noisy environment. **Examples:** Listing professions including ASL education, school administrator, or interpreter; exploring the benefits of knowing ASL when working in noisy or loud environments; interviewing peers about occupations where ASL proficiency can be useful.

3.5C.SG.3 - I can communicate simple messages in ASL to Deaf people in the community and in other countries concerning everyday matters and daily experiences. **Examples:** Exchanging video emails with Deaf, communicating from other countries who are also learning ASL on videophone, and watching different sign language of other countries from YouTube.

3.5C.SG.4 - I can participate in special performances that demonstrate an understanding of Deaf culture. **Examples:** Demonstrating Deaf rhythmic drumming; creating simple handshape poems; and reading about Deaf art.

3.5C.SG.5 - I can watch Deaf community members to share their Deaf experiences in ASL or Deaf culture related school events. **Examples:** Inviting a member of the Deaf community to share experiences growing up as a Deaf individual; asking a guest speaker to tell a funny story; and or have a Deaf actor/actress to provide entertainment.

American Sign Language (ASL)

Grade 4

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (1I)
<i>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.</i>
4.1C.1I.1 - I can provide and follow simple instructions in ASL in order to complete a variety of classroom and cultural tasks. Examples: Playing games; demonstrating attention-getting strategies; describing simple step by-step activities.
4.1C.1I.2 - I can tell a peer an opinion about family, school, sports, and everyday activities. Examples: Communicating on a videophone; exchanging opinions about school; conducting peer interviews on a popular topic.
4.1C.1I.3 - I can discuss personal likes and dislikes on topics such as famous people, films, books, food, and holidays. Examples: Conducting questionnaires; listing and contrasting preferences; making comparisons between different opinions.
4.1C.1I.4 - I can show Deaf related products, such as Deaf art or technical equipment used by Deaf people (i.e., alarm clocks, doorbells, smoke alarms), and share opinions. Examples: Commenting on Deaf art; discussing contributions made by Deaf people to different fields; exchanging information related to technology found in Deaf community.
4.1C.1I.5 - I can role-play a variety of situations and scenarios. Examples: Meeting a Deaf person for the first time; asking a Deaf peer to play a game or sport activity; demonstrating culturally appropriate and attention-getting strategies.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded

American Sign Language on a variety of topics.

Communication - Interpretive (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.*

4.1C.2I.1 - I can comprehend the main ideas in age-appropriate ASL narratives and stories. **Examples:** Retelling the main points of a fairy tale; identifying the main characters; listing the important events in a story.

4.1C.2I.2 - I can comprehend the relationship between handshape and meaning in selections of ASL literature including ABC, handshape, and number stories. **Examples:** Identifying and listing key handshapes and their meanings; retelling the main points; describing the sequence of events.

4.1C.2I.3 - I can comprehend brief video messages on familiar topics, such as family, school, and holiday celebrations. **Examples:** Retelling the content of a video email; describing holiday customs; sharing information from the video school bulletin.

4.1C.2I.4 - I can view video descriptions of people, animals, objects, places, common activities, weather, and major events, and identify corresponding pictures or illustrations. **Examples:** Matching pictures; drawing illustrations; arranging illustrations and retelling the events in sequential order.

4.1C.2I.5 - I can understand and follow directions given in ASL related to daily classroom activities. **Examples:** Playing games; responding to requests; completing simple tasks.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentational:** Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.*

4.1C.P.1 - I can present skits, recite selected poems, tell anecdotes, and perform stories in ASL for school events. **Examples:** Sharing ABC, number, and handshape stories; dramatizing

important events in Deaf history; demonstrating sign rhymes.

4.1C.P.2 - I can create simple, brief video messages about people, things, and school events.

Examples: Delivering a video bulletin; making announcements about Deaf Understanding Week; recording a video report on a favorite book.

4.1C.P.3 - I can use ASL to tell peers in or out of school about their own cultures or cultural products and practices. **Examples:** Listing activities or basic information about holidays, family events, and food; comparing traditions over a videophone; composing a video pen pal letter.

4.1C.P.4 - I can dramatize familiar ASL stories, fairy tales, or poems. **Examples:** Re-enacting fairy tales told from a Deaf centric perspective; presenting Clayton Valli's poem "Cow and Rooster"; retelling a selection from Dawn Sign Press "Once upon a sign" video series.

4.1C.P.5 - I can use and explain the meaning of selected classifiers. **Examples:** Using tracing classifiers; identifying entity classifiers (vehicles); presenting element classifiers.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultural Practices through Interactions** - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Culture - Relating to Cultural Practices through Interactions (RC)

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

4.2C.RC.1 - I can demonstrate familiarity with social customs and practices of Deaf people that are of interest to children. **Examples:** Observing social interactions between Deaf parents and children; attending an ASL storytelling event; watching video clips about Deaf Understanding Week.

4.2C.RC.2 - I can demonstrate how to use appropriate attention-getting techniques. **Examples:** Using shoulder tapping to get the attention of a single individual; hand-waving to get a third person's attention; relaying a message for another person.

4.2C.RC.3 - I can participate in age-appropriate cultural activities. **Examples:** Celebrating Thomas Gallaudet or Laurent Clerc's birthday; practicing rhythm using drums; watching simple ASL stories and handshape poetry.

4.2C.RC.4 - I can demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives. **Examples:** Role-playing writing notes on a pad of paper;

using gestures and mime to communicate basic needs; pointing to place a menu order.

4.2C.RC.5 - I can identify and describe simple culturally based behavior patterns of Deaf people. **Examples:** Explaining the importance of eye contact; role-playing extended farewells; discussing the value of sharing information.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Acquiring Information and Diverse Perspectives** - Learners acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture

Connections - Acquiring Information and Diverse Perspectives (IP)

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

4.3C.IP.1 - I can become familiar with age-appropriate literature in ASL videogames and television programs, and learn games played by Deaf peers. **Examples:** Viewing fairy tales; playing Elephant game (trunk and ears); producing simple handshape poetry.

4.3C.IP.2 - I can examine how the major themes of hands, eyes, and signs appear in selected pieces of Deaf art. **Examples:** Examining the artwork of Chuck Baird and Betty Miller; identifying the meaning of selected images; viewing the poetry of Clayton Valli.

4.3C.IP.3 - I can identify and observe tangible products of Deaf culture. **Examples:** Becoming familiar with the Gallaudet / Cogswell sculpture; exploring the work of Douglas Tilden; examining accessibility products such as videophones, and visual alert systems.

4.3C.IP.4 - I can recognize themes, ideas, or perspectives of Deaf culture and recognize how they are reflected by the culture. **Examples:** Recognizing that ASL and English have different modalities; understanding the roles vibration, rhythm, and lighting play in entertainment; developing understanding of culturally Deaf people's pride in being Deaf.

4.3C.IP.5 - I can study the different geographical environments in which Deaf people live and examine the impact of these environments on the lifestyles of various Deaf people. **Examples:** Becoming familiar with areas with large populations of Deaf people; comparing the lives of Deaf people who live in cities versus rural areas; identifying on a map local schools for the Deaf or nearby public schools with Deaf students.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language.

Connections - Making Connections (MC)
<i>Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available through ASL and its culture.</i>
4.3C.MC.1 - I can view folktales and stories in ASL that reflect cultural practices and historical figures. Examples: Viewing stories of Laurent Clerc; watching the story of how Alice Cogswell met Thomas Hopkins Gallaudet; identify the cultural practices of Deaf characters in stories.
4.3C.MC.2 - I can understand core cultural values, particularly that being Deaf is a positive trait. Examples: Expressing joy when a Deaf child is born; sharing opinions about the benefits of being Deaf; discussing the beauty of ASL.
4.3C.MC.3 - I can ask and answer questions about short stories, poems, and content-related materials. Examples: Discussing the connection between handshapes and meaning in stories; identifying characteristics of ASL poetry; discussing why vibration and rhythm are important aesthetic aspects in the Deaf community.
4.3C.MC.4 - I can find Deaf-related pictures and souvenirs to enhance their exploration of other topics. Examples: Presenting postcards from schools for the Deaf; describing pictures of famous Deaf individuals; explaining realia obtained from Deaf-related events.
4.3C.MC.5 - I can observe illustrations in Deaf children's books that show views of people and places in the Deaf World. Examples: Viewing the interactive story The Baobab; exploring Deaf culture-based ABC texts; reading children's books about the Deaf President Now movement.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages.

Comparisons - Language (LC)

Proficiency Benchmark: *I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries).*

4.4C.LC.1 - I can compare simple patterns of behavior and interaction in various cultural settings. **Examples:** Identifying how Deaf people tend to include hugging as part of a greeting; comparing attention-getting techniques in ASL and spoken English; and alerts such as doorbells and alarms.

4.4C.LC.2 - I can demonstrate understanding that most languages use gestures, and that gestures and sign languages differ among cultures. **Examples:** Identifying gestures used by hearing American people; observing the different ways Deaf and hearing people count on the fingers; understanding differences between the counting systems in ASL and French Sign Language.

4.4C.LC.3 - I can compare and contrast tangible products and practices of various cultures. **Examples:** Comparing the features on cell phones used by Deaf and hearing people; identifying differences in toys produced for Deaf and hearing children; observing the common motif of hands and eyes in art produced by Deaf artists.

4.4C.LC.4 - I can compare and contrast intangible products of different cultures. **Examples:** Comparing the concept of rhyming words in English and rhyming handshapes in ASL; identifying similarities in folktales for Deaf and hearing children; observing differences in facial expressions to convey meaning.

4.4C.LC.5 - I can recognize the interests and practices that they have in common with their Deaf peers and peers in various other cultures. **Examples:** Comparing the sports Deaf peers are interested in with their own interests; investigating the names of Deaf peers' favorite movies and books; learning about similarities and differences in education.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (SG)

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

4.5C.SG.1 - I can participate in conversations with native ASL users about everyday matters and daily experiences. **Examples:** Expressing birthday wishes via a videophone; creating a video email to confirm attendance at a party; sharing information about extracurricular activities.

4.5C.SG.2 - I can identify professions in which ASL proficiency would be helpful. **Examples:** Listing professions including ASL education, school administrator, or interpreter; exploring the benefits of knowing ASL when working in noisy or loud environments; interviewing peers about occupations where ASL proficiency can be useful.

4.5C.SG.3 - I can communicate simple messages in ASL to Deaf people in the community and abroad concerning everyday matters and daily experiences. **Examples:** Exchanging video emails with Deaf I can from other countries who are also learning ASL; leaving messages about weekend plans; confirming the date and time.

4.5C.SG.4 - I can participate in special performances that demonstrate an understanding of Deaf culture. **Examples:** Demonstrating Deaf rhythmic drumming; sharing simple handshape poems; exhibiting Deaf art.

4.5C.SG.5 - I can observe community members and participate in ASL or Deaf culture related school events. **Examples:** Inviting a member of the Deaf community to share experiences growing up as a Deaf individual; asking a guest speaker to tell a funny story; having a Deaf actor/actress to provide entertainment.

American Sign Language (ASL)

Grade 5

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversations, provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (1I)
<i>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.</i>
5.1C.1I.1 - I can give and follow simple instructions in ASL to complete a variety of classroom and cultural tasks. Examples: Playing games; demonstrating attention-getting strategies; describing simple step-by-step activities.
5.1C.1I.2 - I can tell a peer an opinion about family, school, sports, and everyday activities. Examples: Communicating on a videophone; exchanging opinions about school; conducting peer interviews on a popular topic.
5.1C.1I.3 - I can discuss personal likes and dislikes on topics such as famous people, films, books, food, and holidays. Examples: Conducting questionnaires; listing and contrasting preferences; making comparisons between different opinions.
5.1C.1I.4 - I can show Deaf related products, such as Deaf art or technical equipment used by Deaf people (alarm clocks, doorbells, smoke alarms), and share opinions. Examples: Commenting on Deaf art; discussing contributions made by Deaf people to different fields; exchanging information related to technology found in Deaf community.
5.1C.1I.5 - I can role-play a variety of situations and scenarios. Examples: Meeting a Deaf person for the first time; asking a Deaf peer to play a game or sport activity; demonstrating culturally appropriate and attention-getting strategies.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded

American Sign Language on a variety of topics.

Communication - Interpretive (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.*

5.1C.2I.1- I can comprehend the main ideas in appropriate grade level ASL narratives and stories. **Examples:** Retelling the main points of a fairy tale; identifying the main characters in the story; listing the important events in a story.

5.1C.2I.2 - I can comprehend the relationship between handshape and meaning in selections of ASL literature. **Examples:** Identifying and listing key handshapes and their meanings; retelling the main points; describing the sequence of events.

5.1C.2I.3 - I can comprehend brief video messages on familiar topics, such as family, school, and holiday celebrations. **Examples:** Retelling the content of a video email; describing holiday customs; sharing information from the video school bulletin.

5.1C.2I.4 - I can view video descriptions of people, objects, places, common activities, and major events, and identify corresponding pictures or illustrations. **Examples:** Matching pictures; put story in sequences, drawing illustrations; and retelling the events in sequential order.

5.1C.2I.5 - I can understand and follow directions given in ASL as they relate to daily classroom activities. **Examples:** Playing games; responding to requests; completing simple tasks.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentation:** Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.*

5.1C.P.1 - I can present skits, recite selected poems, and perform stories in ASL for school events. **Examples:** Sharing ABC, number, and handshape stories; dramatizing important events in Deaf history; demonstrating sign rhymes.

5.1C.P.2 - I can create simple, brief video messages about people, things, and school events. **Examples:** Delivering a video bulletin; making announcements about Deaf Awareness Week; recording a video report on a favorite book.

5.1C.P.3 - I can use ASL to tell peers in or out of school about their own cultures or cultural products and practices. **Examples:** Listing activities or basic information about holidays, family events, and food; comparing traditions over a videophone; composing a video pen pal letter.

5.1C.P.4 - I can dramatize familiar ASL stories, fairy tales, or poems. **Examples:** Re-enacting fairy tales told from a Deaf centric perspective; presenting Clayton Valli's poem "Cow and Rooster"; retelling a selection from Dawn Sign Press "Once upon a sign" video series.

5.1C.P.5 - I can use and explain the meaning of selected classifiers. **Examples:** Using tracing classifiers; identifying entity classifiers (vehicles); presenting element classifiers.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultures through Interactions** - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Culture - Relating to Cultures through Interactions (RC)

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

5.2C.RC.1 - I can demonstrate familiarity with social customs and practices of Deaf people that are of interest to children. **Examples:** Observing social interactions between Deaf parents and children; attending an ASL storytelling event; watching video clips about Deaf Awareness Week.

5.2C.RC.2 - I can demonstrate how to use appropriate attention-getting techniques. **Examples:** Using shoulder tapping to get the attention of a single individual; hand-waving to get a third person's attention; relaying a message for another person.

5.2C.RC.3 - I can participate in age-appropriate cultural activities. **Examples:** Celebrating Thomas Gallaudet or Laurent Clerc's birthday; practicing rhythm using drums; watching simple ASL stories and handshape poetry.

5.2C.RC.4 - I can demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives. **Examples:** Role-playing writing notes on a pad of paper; using gesture and mime to communicate basic needs; pointing to place a menu order.

5.2C.RC.5 - I can identify and describe simple culturally based behavior patterns of Deaf people. **Examples:** Explaining the importance of eye contact; role-playing extended farewells; discussing the value of sharing information.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Acquiring Information and Diverse Perspectives** - Learners acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture

Connections - Acquiring Information and Diverse Perspectives (IP)

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

5.3C.IP.1 - I can become familiar with age-appropriate literature in ASL videogames and television programs, and learn games played by Deaf peers. **Examples:** Viewing fairy tales; play Elephant game (Trunk and ears); producing simple handshape poetry.

5.3C.IP.2 - I can examine how the major themes of hands, eyes, and signs appear in selected pieces of Deaf art. **Examples:** Examining the artwork of Chuck Baird and Betty Miller; identifying the meaning of selected images; viewing the poetry of Clayton Valli.

5.3C.IP.3 - I can identify and observe tangible products of Deaf culture. **Examples:** Becoming familiar with the Gallaudet / Cogswell sculpture; exploring the work of Douglas Tilden; examining accessibility products such as videophones, and visual alert systems.

5.3C.IP.4 - I can recognize themes, ideas, or perspectives of Deaf culture and recognize how they are reflected by the culture. **Examples:** Recognizing that ASL and English have different modalities; understanding the roles vibration, rhythm, and lighting play in entertainment; developing understanding of culturally Deaf people's pride in being Deaf.

5.3C.IP.5 - I can study the different geographical environments in which Deaf people live and examine the impact of these environments on the lifestyles of various Deaf people. **Examples:** Becoming familiar with areas with large populations of Deaf people; comparing the lives of Deaf people who live in cities versus rural areas; identifying on a map local schools for the Deaf or nearby public schools with Deaf students.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language.

Connections - Making Connections (MC)
<i>Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available through ASL and its culture.</i>
5.3C.MC.1 - I can view folktales and stories in ASL that reflect cultural practices and historical figures. Examples: Viewing stories of Laurent Clerc; watching the story of how Alice Cogswell met Thomas Hopkins Gallaudet; identifying the cultural practices of Deaf characters in stories.
5.3C.MC.2 - I can develop age-appropriate understanding of core cultural values, particularly that being Deaf is a positive trait. Examples: Expressing joy when a Deaf child is born; sharing opinions about the benefits of being Deaf; discussing the beauty of ASL.
5.3C.MC.3 - I can watch and ask / answer questions about age- and developmentally-appropriate short stories, poems, and content-related materials. Examples: Discussing the connection between handshapes and meaning in stories; identifying characteristics of ASL poetry; discussing why vibration and rhythm are important aesthetic aspects in the Deaf community.
5.3C.MC.4 - I can find Deaf-related pictures and souvenirs to enhance their exploration of other topics. Examples: Presenting postcards from schools for the Deaf; describing pictures of famous Deaf individuals; explaining realia obtained from Deaf-related events.
5.3C.MC.5 - I can view illustrations in Deaf children's books that show views of people and places in the Deaf World. Examples: Viewing the interactive story The Baobab; exploring Deaf culture-based ABC texts; reading children's books about the Deaf President Now movement.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Cultural Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages.

Comparisons - Language Comparisons (LC)

Proficiency Benchmark: *I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries).*

5.4C.LC.1 - I can compare simple patterns of behavior and interaction in various cultural settings. **Examples:** Identifying how Deaf people tend to include hugging as part of a greeting; comparing attention-getting techniques in ASL and spoken English; and alerts such as doorbells and alarms.

5.4C.LC.2 - I can demonstrate understanding that most languages use gestures, and that gestures and sign languages differ among cultures. **Examples:** Identifying gestures used by hearing American people; observing the different ways Deaf and hearing people count on the fingers; understanding differences between the counting systems in ASL and French Sign Language.

5.4C.LC.3 - I can compare and contrast tangible products and practices of various cultures. **Examples:** Comparing the features on cell phones used by Deaf and hearing people; identifying differences in toys produced for Deaf and hearing children; observing the common motif of hands and eyes in art produced by Deaf artists.

5.4C.LC.4 - I can compare and contrast intangible products of different cultures. **Examples:** Comparing the concept of rhyming words in English and rhyming handshapes in ASL; identifying similarities in folktales for Deaf and hearing children; observing differences in facial expressions to convey meaning.

5.4C.LC.5 - I can recognize the interests and practices that they have in common with their Deaf peers and peers in various other cultures. **Examples:** Comparing the sports Deaf peers are interested in with their own interests; investigating the names of Deaf peers' favorite movies and books; learning about similarities and differences in education.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (SG)

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

5.5C.SG.1 - I can participate in conversations with native ASL users about everyday matters and daily experiences. **Examples:** Expressing birthday wishes via a videophone; creating a video email to confirm attendance at a party; sharing information about extracurricular activities.

5.5C.SG.2 - I can identify professions in which ASL proficiency would be helpful. **Examples:** Listing professions including ASL education, school administrator, or interpreter; exploring the benefits of knowing ASL when working in noisy or loud environments; interviewing peers about occupations where ASL proficiency can be useful.

5.5C.SG.3 - I can communicate simple messages in ASL to Deaf people in the community and abroad concerning everyday matters and daily experiences. **Examples:** Exchanging video emails with Deaf I can from other countries who are also learning ASL; leaving messages about weekend plans; confirming the date and time.

5.5C.SG.4 - I can participate in special performances that demonstrate an understanding of Deaf culture. **Examples:** Demonstrating Deaf rhythmic drumming; sharing simple handshape poems; exhibiting Deaf art.

5.5C.SG.5 - I can observe community members and participate in ASL or Deaf culture related school events. **Examples:** Inviting a member of the Deaf community to share experiences growing up as a Deaf individual; asking a guest speaker to tell a funny story; having a Deaf actor/actress to provide entertainment.

American Sign Language (ASL)

Grade 6

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (1I)
<i>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.</i>
6.1C.1I.1 - I can give and follow simple instructions in ASL to complete a variety of classroom and cultural tasks. Examples: Playing games; demonstrating attention-getting strategies; describing simple step by-step activities.
6.1C.1I.2 - I can tell a peer an opinion about family, school, sports, and everyday activities. Examples: Communicating on a videophone; exchanging opinions about school; conducting peer interviews on a popular topic.
6.1C.1I.3 - I can discuss personal likes and dislikes on topics such as famous people, films, books, food, and events. Examples: Conducting questionnaires; listing and contrasting preferences; making comparisons between different opinions.
6.1C.1I.4 - I can explain what Deaf related products are, such as technical equipment used by Deaf people (i.e, alarm clocks, doorbells, smoke alarms). Examples: Discussing contributions made by Deaf people in different careers; exchanging information related to technology found in Deaf community.
6.1C.1I.5 - I can role-play a variety of situations and scenarios. Examples: Meeting a Deaf person for the first time; asking a Deaf peer to play a game or sport activity; demonstrating culturally appropriate and attention-getting strategies.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded

American Sign Language on a variety of topics.

Communication - Interpretive (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.*

6.1C.2I.1 - I can comprehend the main ideas in ASL narratives and stories. **Examples:** Retelling the main points of a fairy tale; identifying the main characters; listing the important events in a story.

6.1C.2I.2 - I can comprehend the relationship between handshape and meaning in selections of ASL literature, including ABC, handshape, and number stories. **Examples:** Identifying and listing key handshapes and their meanings; retelling the main points; describing the sequence of events.

6.1C.2I.3 - I can comprehend brief video messages on familiar topics, such as family, school, and holiday celebrations. **Examples:** Retelling the content of a video email; describing holiday customs; sharing information from the video school bulletin.

6.1C.2I.4 - I can view video descriptions of people, animals, objects, places, common activities, weather, and major events, and identify corresponding pictures or illustrations. **Examples:** Matching pictures; drawing illustrations; arranging illustrations and retelling the events in sequential order.

6.1C.2I.5 - I can understand and follow directions given in ASL related to daily classroom activities. **Examples:** Playing games; responding to requests; completing simple tasks.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentation:** Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.*

6.1C.P.1 - I can present skits, recite selected poems, tell stories and perform stories in ASL for school events. **Examples:** Sharing ABC, number, and handshape stories; dramatizing

important events in Deaf history; demonstrating sign rhymes.

6.1C.P.2 - I can create simple, brief video messages about people, things, and school events.

Examples: Delivering a video announcement; making announcements about Deaf Understanding Week; recording a video report on a favorite book.

6.1C.P.3 - I can use ASL to tell peers in or out of school about their own cultures and practices. **Examples:** Listing activities or basic information about family events, and food; comparing traditions over a videophone; composing a video pen pal letter.

6.1C.P.4 - I can dramatize familiar ASL stories, fairy tales, or poems. **Examples:** Re-enacting fairy tales told from a Deaf centric perspective; presenting Clayton Valli's poem "Cow and Rooster"; retelling a selection from Dawn Sign Press "Once upon a sign" video series.

6.IC.P.5 - I can use and explain the meaning of selected classifiers. **Examples:** Using tracing classifiers; identifying entity classifiers (vehicles); presenting element classifiers.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultures through Interactions-** Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Culture - Relating to Cultures through Interactions (RC)

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

6.2C.RC.1 - I can demonstrate familiarity with social customs and practices of Deaf people.

Examples: Observing social interactions between Deaf parents and children; attending an ASL storytelling event; watching video clips about Deaf Understanding Week.

6.2C.RC.2 - I can demonstrate how to use appropriate attention-getting techniques.

Examples: Using shoulder tapping to get the attention of a single individual; hand waving to get a third person's attention; relaying a message for another person.

6.2C.RC.3 - I can participate in Deaf cultural activities. **Examples:** Celebrating Thomas Gallaudet or Laurent Clerc's birthday; practicing rhythm using drums; watching simple ASL stories and handshape poetry; attending Deaf conferences for youth.

6.2C.RC.4 - I can demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives.

Examples: Role-playing writing notes on a pad of paper; using gesture and mime to communicate basic needs; pointing to place a menu order.

6.2C.RC.5 - I can identify and describe simple culturally based behavior patterns of Deaf people. **Examples:** Explaining the importance of eye contact; role-playing extended farewells; discussing the value of sharing information.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

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

Connections - Acquiring Information and Diverse Perspectives (IP)

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

6.3C.IP.1 - I can become familiar with grade level literature in ASL videogames and television programs, and learn games played by Deaf peers. **Examples:** Viewing fairy tales; playing Elephant Game (Trunk and ears); producing simple handshape poetry.

6.3C.IP.2 - I can examine how the major themes of hands, eyes, and signs appear in selected pieces of Deaf art. **Examples:** Examining the artwork of Chuck Baird and Betty Miller; identifying the meaning of selected images; viewing the poetry of Clayton Valli.

6.3C.IP.3 - I can recognize themes, ideas, or perspectives of Deaf culture and recognize how they are reflected by the culture. **Examples:** Recognizing that ASL and English have different modalities; understanding the roles vibrations, rhythms, and lighting play in entertainment; developing understanding of culturally Deaf people's pride in being Deaf.

6.3C.IP.4 - I can study the different geographical environments in which Deaf people live and examine the impact of these environments on the lifestyles of various Deaf people. **Examples:** Becoming familiar with areas with large populations of Deaf people near Deaf school; comparing the lives of Deaf people who live in cities versus rural areas; identifying on a map local schools for the Deaf or nearby public schools with Deaf students.

6.3C.IP.5 - I can identify and observe tangible products of Deaf culture. **Examples:** Becoming familiar with the Gallaudet / Cogswell sculpture; exploring the work of Douglas Tilden; examining accessibility products such as videophones and visual alert systems.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse

perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language.

Connections - Making Connections (MC)

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

6.3C.MC.1- I can view folktales and stories in ASL that reflect cultural practices and historical figures. **Examples:** Viewing stories of Laurent Clerc; watching the story of how Alice Cogswell met Thomas Hopkins Gallaudet; identifying the cultural practices of Deaf characters in stories.

6.3C.MC.2 - I can develop an understanding of core cultural values, particularly that being Deaf is a positive trait. **Examples:** Expressing joy when a Deaf child is born; sharing opinions about the benefits of being Deaf; discussing the beauty of ASL.

6.3C.MC.3 - I can ask and answer questions about grade level short stories, poems, and content-related materials. **Examples:** Discussing the connection between handshapes and meaning in stories; identifying characteristics of ASL poetry; discussing why vibrations and rhythms are important aesthetic aspects in the Deaf community.

6.3C.MC.4 - I can find Deaf-related pictures, videos and souvenirs to enhance their exploration of other topics. **Examples:** Presenting postcards from schools for the Deaf; describing pictures of famous Deaf individuals; explaining realia obtained from Deaf-related events; Watch 1913 ASL video by George Veditz.

6.3C.MC.5 - I can view illustrations in Deaf children's books that show views of people and places in the Deaf World. **Examples:** Viewing the interactive story The Baobab; exploring Deaf culture-based ABC texts; reading children's books about the Deaf President Now movement.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages.

Comparisons - Language (LC)

Proficiency Benchmark: *I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries).*

6.4C.LC.1 - I can compare simple patterns of behavior and interaction in various cultural settings. **Examples:** Identifying how Deaf people tend to include hugging as part of a greeting; comparing attention-getting techniques in ASL and spoken English; and alerts such as doorbells and alarms.

6.4C.LC.2 - I can understand that most languages use gestures, and that gestures and sign languages differ among cultures. **Examples:** Identifying gestures used by hearing American people; observing the different ways Deaf and hearing people count on the fingers; understanding differences between the counting systems in ASL and French Sign Language.

6.4C.LC.3 - I can compare and contrast tangible products and practices of various cultures. **Examples:** Comparing the features on cell phones used by Deaf and hearing people; identifying differences in toys produced for Deaf and hearing children; observing the common motif of hands and eyes in art produced by Deaf artists.

6.4C.LC.4 - I can compare and contrast intangible products of different cultures. **Examples:** Comparing the concept of rhyming words in English and rhyming handshapes in ASL; identifying similarities in folktales for Deaf and hearing children; observing differences in facial expressions to convey meaning.

6.4C.LC.5 - I can recognize the interests and practices that they have in common with their Deaf peers and peers in various other cultures. **Examples:** Comparing the sports Deaf peers are interested in with their own interests; investigating the names of Deaf peers' favorite movies and books; learning about similarities and differences in education.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (SG)

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

6.5C.SG.1 - I can participate in conversations with native ASL users about everyday matters and daily experiences. **Examples:** Expressing birthday wishes via a videophone; creating a video email to confirm attendance at a party; sharing information about extracurricular activities.

6.5C.SG.2 - I can identify professions in which ASL proficiency would be helpful. **Examples:** Listing professions including ASL education, school administrator, or interpreter; exploring the benefits of knowing ASL when working in noisy or loud environments; interviewing peers about occupations where ASL proficiency can be useful.

6.5C.SG.3 - I can communicate simple messages in ASL to Deaf people in the community and abroad concerning everyday matters and daily experiences. **Examples:** Exchanging video emails or macro polo/glide with Deaf I can from other countries who are also learning ASL; leaving messages about weekend plans; confirming the date and time.

6.5C.SG.4 - I can participate in special performances that demonstrate an understanding of Deaf culture. **Examples:** Demonstrating Deaf rhythmic drumming; sharing simple handshape poems; exhibiting Deaf art.

6.5C.SG.5 - I can learn about Deaf community members' experiences and to participate in ASL or Deaf culture related school events. **Examples:** Inviting a member of the Deaf community to share experiences growing up as a Deaf individual; asking a guest speaker to tell a funny story; having a Deaf actor/actress to provide entertainment.

American Sign Language (ASL)

Grade 7

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (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.*

7.1C.1I.1 - I can use ASL to discuss matters of personal importance, such as memorable experiences, funny events, important life events. **Examples:** Interviewing classmates; planning a Deaf-related event; sharing information to construct a personal timeline.

7.1C.1I.2 - I can communicate with Deaf peers from the local community and / or school to identify similarities and differences in education, family, home life, recreation, and activities. **Examples:** Hosting a Silent Dinner; attending a local Deaf picnic; establishing a video-conference to discuss current events.

7.1C.1I.3 - I can view ASL vlogs to identify a contemporary issue in the Deaf World and discuss its importance and relevance to themselves. **Examples:** Creating a poster of a controversial issue; collaborating on recording a video newsletter; hosting a debate on a current issue, JoelBarish.com (Deaf world traveler).

7.1C.1I.4 - I can communicate in a range of formal and informal scenarios using contextually appropriate linguistic and cultural behaviors. **Examples:** Expressing condolences; making formal introductions; inviting Deaf peers to a party.

7.1C.1I.5 - I can use ASL to obtain Deaf-related resources, products and services. **Examples:** Gathering information at Deaf understanding exhibitions; visiting an open house at a school for the Deaf or local program with Deaf students; planning an order from a Deaf product catalog or online.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics.

Communication - Interpretive (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.*

7.1C.2I.1- I can understand the main ideas or themes from live or video material on topics of personal interest. **Examples:** Understanding ASL television programs such as interviews and talk shows; commenting on presentations by peers about hobbies and favorite activities; responding to online ASL vlogs; watching Daily moth news .

7.1C.2I.2 - I can identify the principal characters and / or events and details in grade level ASL literature including poetry and narratives. **Examples:** ABC story, number story, and handshape stories; personal narratives; jokes and puns.

7.1C.2I.3 - I can interpret gestures, facial expressions, non-manual signals, and other visual cues. **Examples:** Explaining the meaning of a gesture; identifying topicalization; matching signs with pictures of various facial expressions.

7.1C.2I.4 - I can understand announcements, information, and messages related to daily activities and other school subjects. **Examples:** Viewing daily bulletins in ASL; creating a school schedule for a student based on video.preferences; viewing a peer’s ASL vlog. preferences; viewing a peer’s ASL vlog.

7.1C.2I.5 - I can comprehend information acquired in live and video messages from other subject areas in ASL. **Examples:** Watching a guest speaker discuss his / her Deaf heritage; using knowledge gained from reading Deaf newspapers to understand ASL vlogs; studying foreign cultures to understand various Deaf issues.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentation**: Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.*

7.1C.P.1 - I can identify the parameters of ASL, including handshape, location, movement, palm orientation, and non-manual signals. **Examples:** Giving examples of each parameter; discussing handshape families; categorizing related signs based on meaning.

7.1C.P.2 - I can analyze and compare the meaning of selected classifiers. **Examples:** Identifying size and shapes.

7.1C.P.3 - I can present skits, recite selected poems, and perform stories in ASL for school events. **Examples:** Presenting humorous stories; dramatizing the lives of Deaf pioneers in different fields; reciting the works of famous Deaf poets such as Patrick Graybill, Ella Mae Lentz, and Clayton Valli.

7.1C.P.4 - I can create video messages on topics of personal interest, school routines, and community events. **Examples:** Creating a public service announcement; giving step-by-step directions; delivering a report about Deaf people, culture and history.

7.1C.P.5 - I can express preferences and feelings about various events, experiences, everyday activities and other school subjects. **Examples:** Sharing stories about personal experiences; delivering a persuasive argument; presenting information learned in other subjects.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultures through Interactions** - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Culture - Relating to Cultures through Interactions (RC)

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

7.2C.RC.1 - I can demonstrate familiarity with informal and formal social customs and practices of Deaf people **Examples:** Role-playing interrupting a conversation properly; modifying greetings and farewells according to age; demonstrating how to navigate through groups of people.

7.2C.RC.2 - I can understand expected social behaviors when interacting with mixed groups of Deaf and hearing individuals at Deaf events. **Examples:** Practicing contextual use of visual applause to show enjoyment of entertainment, understanding the offensive nature of speaking rather than signing in mixed company; participating in cultural activities at a Deaf sporting event, such as foot stomping, cheers, and drum-beating.

7.2C.RC.3 - I can learn and observe the activities enjoyed by Deaf youth such as games, sports, and celebrations. **Examples:** Watching a Deaf play; attending an ASL poetry competition; celebrating Deaf Understanding Week, visit Deaflympics website.

7.2C.RC.4 - I can demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives. **Examples:** Using a videophone; placing a video relay call; texting and / or using ASL to communicate on a mobile phone.

7.2C.RC.5 - I can investigate the history of American Deaf culture that has been handed down from generation to generation. **Examples:** Watching classic Deaf jokes and stories; examining the value of having Deaf children.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

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

Connections - Acquiring Information and Diverse Perspectives (IP)

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

7.3C.IP.1 - I can identify and learn about expressive products of Deaf culture, such as stories, poetry, art, and literature, and explore the way in which these products reflect the lifestyles and perspectives of Deaf people. **Examples:** Analyzing Chuck Baird's Mechanical Ear; viewing narratives by Patrick Graybill; watching films produced by Deaf filmmakers such as Peter Wolf and Mark Wood.

7.3C.IP.2 - I can study and produce simple forms of various products of Deaf culture such as poetry, art, and film and develop an appreciation of these cultural products. **Examples:** Developing ABC and number stories; creating art; making short film clips on topics related to Deaf culture.

7.3C.IP.3 - I can recognize the contributions of Deaf scientists and scholars to science, medicine, astronomy, mathematics, chemistry, agriculture, economics, and social sciences. **Examples:** Researching the contributions of Ruth Fulton Benedict to anthropology; investigating Olaf Hassel's impact on astronomy.

7.3C.IP.4 - I can watch ASL films or vlogs that are popular in Deaf community. **Examples:** Viewing films produced by Wayne Betts; watching humorous anecdotes by Deaf performers; viewing stories by Deaf peers.

7.3C.IP.5 - I can identify, discuss, and analyze sub-groups in the Deaf community and their themes, ideas, and perspectives. **Examples:** Discussing the film and TV programs *Love Is Never Silent* and *Switched at Birth*; analyzing the experiences of Black Deaf Americans; exploring the lives of Deafblind individuals.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language.

Connections - Making Connections (MC)

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

7.3C.MC.1 - I can watch short videos in ASL related to other content classes such as social studies, science, technology, and the arts. **Examples:** Viewing a presentation on a health topic; learning about the life of Laurent Clerc; watching ASL vlogs about traveling in foreign countries.

7.3C.MC.2 - I can present live or video reports in ASL on topics being studied in other classes. **Examples:** Explaining the importance of nutrition; outlining steps to becoming more environmentally conscious or presenting a cooking lesson.

7.3C.MC.3 - I can demonstrate understanding of how to apply ASL numbers to different contexts. **Examples:** Explaining sport scores; describing units of measurement including heights and weights; presenting temporal aspects related to age and time.

7.3C.MC.4 - I can expand knowledge in other subject areas on topics of personal interests. **Examples:** Identifying the parts of a vehicle; learning about personal hygiene; discussing technology and technical equipment.

7.3C.MC.5 - I can elaborate study of world history by studying the history of the Deaf world. **Examples:** Creating a timeline of major persons and events in Deaf history; learning about the French roots of the American Deaf community; studying ancient Greek and Roman perspectives towards Deaf people.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages.

Comparisons - Language (LC)

Proficiency Benchmark: *I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries).*

7.4C.LC.1- I can demonstrate an understanding of ways to express respect and communicate status differences in ASL and English. **Examples:** Describing the differences between communicating with children and adults; explaining the differences between signing an informal conversation and delivering a staged presentation; conducting a research project on how Deaf and hearing people introduce others in casual situations and on stage.

7.4C.LC.2 - I can demonstrate an ability to recognize and correctly use the non-manual signals that are distinctive to ASL. **Examples:** Comparing similarities and differences of non-manual signals in ASL and prosodic features in English; describing the non-manual signals used by a Deaf storyteller; giving examples of non-manual signals used in an ASL vlog.

7.4C.LC.3 - I can recognize differences and similarities in word order, verb formation, and nouns in ASL and English. **Examples:** Comparing the subject-verb-object word order of English and the topic-comment feature of ASL; describing how adjectives and adverbs differ in ASL and English; identifying how reduplication distinguishes nouns and verbs in ASL.

7.4C.LC.4 - I can compare the temporal aspects of ASL and English. **Examples:** Describing the temporal framework used in ASL and English; examining the incorporation of numbers to represent the frequency of temporal aspect in ASL; investigating different ways to indicate duration by including temporal aspects.

7.4C.LC.5 - I can analyze different categories of depicting verbs and classifiers used in ASL. **Examples:** Giving examples of Size and Shape Specifiers and locative classifiers; identifying which classifiers are classified in the “ground” and “figures” categories of using space; labeling classifiers a depictive, manipulative, and body part.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (SG)

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

7.5C.SG.1- I can use ASL to communicate with peers and other members of the Deaf community about daily life, various experiences, and special events. **Examples:** Exchanging video letters about school and life with Deaf peers; giving a presentation on recent vacation; explaining a traditional family celebration.

7.5C.SG.2 - I can interact with ASL users in the Deaf community to learn about community relations and possible future career options. **Examples:** Interviewing a person who uses ASL in their work and summarizing the information for classmates; researching occupations common in the Deaf community; investigating different places Deaf people work in the student's community.

7.5C.SG.3 - I can use ASL to plan activities that benefit the school or community. **Examples:** Organizing a school fundraising event with an ASL theme; hosting a Deaf art show; performing ASL poetry at school talent nights.

7.5C.SG.4 - I can use ASL to participate in Deaf community activities and projects with Deaf peers outside of school. **Examples:** Volunteering at a local community center; visiting events for Deaf senior citizens; organizing a Silent Dinner or ASL chat get-together.

7.5C.SG.5 - I can invite community members to participate in ASL or Deaf related school events. **Examples:** A Deaf guest speaker addressing career options; providing ASL tutoring; giving a demonstration of an ASL story.

American Sign Language (ASL)

Grade 8

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (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.*

8.1C.1I.1 - I can use ASL to discuss matters of personal importance, such as memorable experiences, important life events, and ambitions for the future. **Examples:** Interviewing classmates; planning a Deaf-related event; sharing information to construct a personal timeline.

8.1C.1I.2 - I can communicate with Deaf peers from the local community and / or school to identify similarities and differences in education, family, home life, recreation, and activities. **Examples:** Hosting a Silent Dinner; attending a local school for the Deaf picnic; establishing a video conference to discuss current events.

8.1C.1I.3 - I can view ASL vlogs to identify a contemporary issue in the Deaf World and discuss its importance and relevance to themselves. **Examples:** Creating a poster of a controversial issue; collaborating on recording a video newsletter; hosting a debate on a current issue.

8.1C.1I.4 - I can communicate in a range of formal and informal scenarios using contextually appropriate linguistic and cultural behaviors. **Examples:** Expressing condolences; making formal introductions; inviting Deaf peers to a party.

8.1C.1I.5 - I can use ASL to obtain Deaf-related resources, products and services. **Examples:** Gathering information at Deaf understanding exhibitions; visiting an open house at a school for the Deaf or local program with Deaf students; planning an order from a Deaf product catalog.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics.

Communication - Interpretive (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.*

8.1C.2I.1 - I can understand the main ideas or themes from live or video material on topics of personal interest. **Examples:** Understanding ASL television programs such as interviews and talk shows; commenting on presentations by peers about hobbies and favorite activities; responding to online ASL vlogs.

8.1C.2I.2 - I can identify the principal characters and / or events and details in age-appropriate ASL literature, including poetry and narratives. **Examples:** ABC, number, and handshape stories; personal narratives; jokes and puns.

8.1C.2I.3 - I can interpret gestures, facial expressions, non-manual signals, and other visual cues. **Examples:** Explaining the meaning of a gesture; identifying topicalization; matching signs with pictures of various facial expressions.

8.1C.2I.4 - I can understand announcements, information, and messages related to daily activities and other school subjects. **Examples:** Viewing daily bulletins in ASL; creating a school schedule for a student based on video preferences; viewing a peer's ASL vlog.

8.1C.2I.5 - I can use knowledge acquired in other settings and from other subject areas to comprehend live and video messages in ASL. **Examples:** Watching a guest speaker discuss his / her Deaf heritage; using knowledge gained from reading Deaf newspapers to understand ASL vlogs; studying foreign cultures to understand Deaf immigration issues.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentational**: Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.*

8.1C.P.1 - I can learn how to identify the parameters of ASL, including handshape, location, movement, palm orientation, and non-manual signals. **Examples:** Giving examples of each parameter; discussing handshape families; categorizing related signs based on meaning.

8.1C.P.2 - I can analyze and compare the meaning of selected classifiers. **Examples:** Identifying size and shape specifiers, comparing entity classifiers (animal, person); describing handle classifiers.

8.1C.P.3 - I can present skits, recite selected poems, tell anecdotes, and perform stories in ASL for school events. **Examples:** Presenting humorous stories; dramatizing the lives of Deaf pioneers in different fields; reciting the works of famous Deaf poets such as Patrick Graybill, Ella Mae Lentz, and Clayton Valli.

8.1C.P.4 - I can create video messages on topics of personal interest, school routines, and community events. **Examples:** Creating a public service announcement; giving step-by-step directions; delivering a report on Deaf demographics.

8.1C.P.5 - I can express preferences and feelings about information they have gathered about events, experiences, everyday activities and other school subjects. **Examples:** Sharing stories about personal experiences; delivering a persuasive argument; presenting information learned in other subjects.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultures through Interactions** - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Culture - Relating to Cultures through Interactions (RC)

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

8.2C.RC.1 - I can demonstrate familiarity with informal and formal social customs and practices of Deaf people. **Examples:** Role-playing interrupting a conversation properly; modifying greetings and farewells according to age; demonstrating how to navigate through groups of people.

8.2C.RC.2 - I can understand expected social behaviors when interacting with mixed groups of Deaf and hearing individuals at Deaf events. **Examples:** Practicing contextual use of visual applause to show enjoyment of entertainment; understanding the offensive nature of speaking rather than signing in mixed company; participating in cultural activities at a Deaf sporting event, such as foot stomping, cheers, and drum beating.

8.2C.RC.3 - I can learn about and participate in activities enjoyed by Deaf youth such as games, sports, dance, drama, and celebrations. **Examples:** Watching a Deaf play; attending an ASL poetry competition; celebrating Deaf Understanding Week.

8.2C.RC.4 - I can demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives. **Examples:** Using a videophone; placing a video relay call; texting and / or using ASL to communicate on a mobile phone.

8.2C.RC.5 - I can investigate aspects of American Deaf culture that are handed down generation to generation. **Examples:** Watching classic Deaf jokes and stories; examining the value of having Deaf children; understanding the role of Deaf clubs and schools for the Deaf.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

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

Connections - Acquiring Information and Diverse Perspectives (IP)

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

8.3C.IP.1 - I can identify expressive parts of Deaf culture, such as stories, poetry, art, and literature, and explore the way in which these products reflect the lifestyles and perspectives of Deaf people. **Examples:** Analyzing Chuck Baird's Mechanical Ear; viewing narratives by Patrick Graybill; watching films produced by Deaf filmmakers such as Peter Wolf, Mark Wood, and Laura Harvey.

8.3C.IP.2 - I can study and produce simple forms of various products of Deaf culture such as poetry, art, and film and develop an appreciation of these cultural products. **Examples:** Developing ABC and number stories; creating art; making short film clips on topics related to Deaf culture.

8.3C.IP.3 - I can recognize the contributions of Deaf scientists and scholars to science, medicine, astronomy, mathematics, chemistry, agriculture, economics, and social sciences. **Examples:** Viewing films produced by Wayne Betts; watching humorous anecdotes by Deaf

performers; viewing stories by Deaf peers.

8.3C.IP.4 - I can watch ASL films or vlogs that are popular with young Deaf people. **Examples:** Viewing films produced by Wayne Betts; watching humorous anecdotes by Deaf performers; viewing stories by Deaf peers.

8.3C.IP.5 - I can identify, discuss, and analyze sub-groups in the Deaf community and their themes, ideas, and perspectives. **Examples:** Discussing the film and TV programs *Love Is Never Silent* and *Switched at Birth*; analyzing the experiences of Black Deaf Americans; exploring the lives of Deafblind individuals.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language.

Connections - Making Connections (MC)

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

8.3C.MC.1 - I can comprehend short videos in ASL related to other disciplines such as social studies, science, technology, and the arts. **Examples:** Viewing a presentation on a health topic; learning about the life of Laurent Clerc; watching ASL vlogs about traveling in foreign countries.

8.3C.MC.2 - I can present live or video reports in ASL on topics being studied in other classes. **Examples:** Explaining the importance of nutrition; outlining steps to becoming more environmentally conscious; presenting a cooking lesson.

8.3C.MC.3 - I can demonstrate understanding of how to apply ASL numbers to different contexts. **Examples:** Explaining sport scores; describing units of measurement including heights and weights; presenting temporal aspects related to age and time.

8.3C.MC.4 - I can expand their knowledge in other subject areas on topics of personal interests. **Examples:** Identifying the parts of a vehicle; learning about personal hygiene; discussing technology and technical equipment.

8.3C.MC.5 - I can elaborate on their study of world history by studying the history of the Deaf world. **Examples:** Creating a timeline of major persons and events in Deaf history; learning about the French roots of the American Deaf community; studying ancient Greek and Roman perspectives towards Deaf people.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages.

Comparisons - Language (LC)

Proficiency Benchmark: *I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries).*

8.4C.LC.1 - I can demonstrate an understanding of ways to express respect and communicate status differences in ASL and English. **Examples:** Describing the differences between communicating with children and adults; explaining the differences between signing an informal conversation and delivering a staged presentation; conducting a research project on how Deaf and hearing people introduce others in casual situations and on stage.

8.4C.LC.2 - I can demonstrate an ability to recognize and correctly use the non-manual signals that are distinctive to ASL. **Examples:** Comparing similarities and differences of non-manual signals in ASL and prosodic features in English; describing the non-manual signals used by a Deaf storyteller; giving examples of non-manual signals used in an ASL vlog.

8.4C.LC.3 - I can recognize differences and similarities in word order, verb formation, and nouns in ASL and English. **Examples:** Comparing the subject-verb-object word order of English and the topic-comment feature of ASL; describing how adjectives and adverbs differ in ASL and English; identifying how reduplication distinguishes nouns and verbs in ASL.

8.4C.LC.4 - I can compare the temporal aspects of ASL and English. **Examples:** Describing the temporal framework used in ASL and English; examining the incorporation of numbers to represent the frequency of temporal aspect in ASL; investigating different ways to indicate duration by including temporal aspects.

8.4C.LC.5 - I can analyze different categories of depicting verbs and classifiers used in ASL. **Examples:** Giving examples of Size and Shape Specifiers and locative classifiers; identifying which classifiers are classified in the “ground” and “figures” categories of using space; labeling classifiers as depictive, manipulative, and body part.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (SG)

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

8.5C.SG.1 - I can use ASL to communicate with peers and other members of the Deaf community about daily life, various experiences, and special events. **Examples:** Exchanging video letters about school and life with Deaf peers; giving a presentation on a recent vacation; explaining a traditional family celebration.

8.5C.SG.2 - I can interact with ASL users in the Deaf community to learn about community relations and possible future career options. **Examples:** Interviewing a person who uses ASL in their work and summarizing the information for classmates; researching occupations common in the Deaf community; investigating different places Deaf people work in the student's community.

8.5C.SG.3 - I can use ASL to plan activities that benefit the school or community. **Examples:** Organizing a school fundraising event with an ASL theme; hosting a Deaf art show; performing ASL poetry at school talent nights.

8.5C.SG.4 - I can use ASL to participate in Deaf community activities and projects with Deaf peers outside of school. **Examples:** Volunteering at a local community center; visiting events for Deaf senior citizens; organizing a Silent Dinner or ASL chat get-together.

8.5C.SG.5 - I can invite community members to participate in ASL or Deaf related school events. **Examples:** A Deaf guest speaker addressing career options; providing ASL tutoring; giving a demonstration of an ASL story.

American Sign Language (ASL)

Grade 9

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (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.*

9.1C.11.1 - I can use ASL to discuss matters of personal importance, such as memorable experiences, important life events, and ambitions for the future. **Examples:** Interviewing classmates; planning a Deaf-related event; sharing information to construct a personal timeline.

9.1C.11.2 - I can communicate with Deaf peers from the local community and / or school to identify similarities and differences in education, family, home life, recreation, and activities. **Examples:** Hosting a Silent Dinner; attending a local school for the Deaf picnic; establishing a video-conference to discuss current events.

9.1C.11.3 - I can view ASL vlogs to identify a contemporary issue in the Deaf World and discuss its importance and relevance to themselves. **Examples:** Creating a poster of a controversial issue; collaborating on recording a video newsletter; hosting a debate on a current issue.

9.1C.11.4 - I can communicate in a range of formal and informal scenarios using contextually appropriate linguistic and cultural behaviors. **Examples:** Expressing condolences; making formal introductions; inviting Deaf peers to a party.

9.1C.11.5 - I can use ASL to obtain Deaf-related resources, products and services. **Examples:** Gathering information at Deaf understanding exhibitions; visiting an open house at a school for the Deaf or local program with Deaf students; planning an order from a Deaf product catalog or online.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics.

Communication - Interpretive (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.*

9.1C.2I.1 - I can understand the main ideas or themes from live or video material on topics of personal interest. **Examples:** Understanding ASL television programs such as interviews and talk shows; commenting on presentations by peers about hobbies and favorite activities; responding to online ASL vlogs.

9.1C.2I.2 - I can identify the principal characters and / or events and details in age-appropriate ASL literature, including poetry and narratives. **Examples:** ABC, number, and handshape stories; personal narratives; jokes and puns.

9.1C.2I.3 - I can interpret gestures, facial expressions, non-manual signals, and other visual cues. **Examples:** Explaining the meaning of a gesture; identifying topicalization; matching signs with pictures of various facial expressions.

9.1C.2I.4 - I can understand announcements, information, and messages related to daily activities and other school subjects. **Examples:** Viewing daily bulletins in ASL; creating a school schedule for a student based on video preferences; viewing a peer's ASL vlog.

9.1C.2I.5 - I can use knowledge acquired in other settings and from other subject areas to comprehend live and video messages in ASL. **Examples:** Watching a guest speaker discuss his / her Deaf heritage; using knowledge gained from reading Deaf newspapers to understand ASL vlogs; studying foreign cultures to understand Deaf immigration issues.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentation**: Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.*

9.1C.P.1 - I can learn how to identify the parameters of ASL, including handshape, location, movement, palm orientation, and non-manual signals. **Examples:** Giving examples of each parameter; discussing handshape families; categorizing related signs based on meaning.

9.1C.P.2 - I can analyze and compare the meaning of selected classifiers. **Examples:** Identifying size and shape specifiers, comparing entity classifiers (animal, person); describing handle classifiers.

9.1C.P.3 - I can present skits, recite selected poems, tell anecdotes, and perform stories in ASL for school events. **Examples:** Presenting humorous stories; dramatizing the lives of Deaf pioneers in different fields; reciting the works of famous Deaf poets such as Patrick Graybill, Ella Mae Lentz, and Clayton Valli.

9.1C.P.4 - I can create video messages on topics of personal interest, school routines, and community events. **Examples:** Creating a public service announcement; giving step-by-step directions; delivering a report on Deaf culture norms or history.

9.1C.P.5 - I can express preferences and feelings about information they have gathered about events, experiences, everyday activities and other school subjects. **Examples:** Sharing stories about personal experiences; delivering a persuasive argument; presenting information learned in other subjects.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultures through Interactions** - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Culture - Relating to Cultures through Interactions (RC)

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

9.2C.RC.1 - I can demonstrate familiarity with informal and formal social customs and practices of Deaf people. **Examples:** Role-playing interrupting a conversation properly; modifying greetings and farewells according to age; demonstrating how to navigate through groups of people.

9.2C.RC.2 - I can understand expected social behaviors when interacting with mixed groups of Deaf and hearing individuals at Deaf events. **Examples:** Practicing contextual use of visual applause to show enjoyment of entertainment; understanding the offensive nature of speaking rather than signing in mixed company; participating in cultural activities at a Deaf sporting event, such as foot stomping, cheers, and drum beating.

9.2C.RC.3 - I can learn about and participate in activities enjoyed by Deaf youth such as games, sports, dance, drama, and celebrations. **Examples:** Watching a Deaf play; attending an ASL poetry competition; celebrating Deaf Awareness Week.

9.2C.RC.4 - I can demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives. **Examples:** Using a videophone; placing a video relay call; texting and / or using ASL to communicate on a mobile phone.

9.2C.RC.5 - I can investigate aspects of American Deaf culture that are handed down generation to generation. **Examples:** Watching classic Deaf jokes and stories; examining the value of having Deaf children; understanding the role of Deaf clubs and schools for the Deaf.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

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

Connections - Acquiring Information and Diverse Perspectives (IP)

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

9.3C.IP.1 - I can identify and learn about expressive products of Deaf culture, such as stories, poetry, art, and literature, and explore the way in which these products reflect the lifestyles and perspectives of Deaf people. **Examples:** Analyzing Chuck Baird's Mechanical Ear; viewing narratives by Patrick Graybill; watching films produced by Deaf filmmakers such as Peter Wolf, Mark Wood, and Laura Harvey.

9.3C.IP.2 - I can study and produce simple forms of various products of Deaf culture such as poetry, art, and film and develop an appreciation of these cultural products. **Examples:** Developing ABC and number stories; creating art; making short film clips on topics related to Deaf culture.

9.3C.IP.3 - I can recognize the contributions of Deaf scientists and scholars to science, medicine, astronomy, mathematics, chemistry, agriculture, economics, and social sciences. **Examples:** Researching the contributions of Ruth Fulton Benedict to anthropology; investigating Olaf Hassel's impact on astronomy.

9.3C.IP.4 - I can watch ASL films or vlogs that are popular with young Deaf people. **Examples:** Viewing films produced by Wayne Betts; watching humorous anecdotes by Deaf performers; viewing stories by Deaf peers.

9.3C.IP.5 - I can identify, discuss, and analyze sub-groups in the Deaf community and their themes, ideas, and perspectives. **Examples:** Discussing the film and TV programs Love Is Never Silent and Switched at Birth; analyzing the experiences of Black Deaf Americans; exploring the lives of Deafblind individuals.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language.

Connections - Making Connections (MC)

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

9.3C.MC.1 - I can comprehend short videos in ASL related to other disciplines such as social studies, science, technology, and the arts. **Examples:** Viewing a presentation on a health topic; learning about the life of Laurent Clerc; watching ASL vlogs about traveling in foreign countries.

9.3C.MC.2 - I can present live or video reports in ASL on topics being studied in other classes. **Examples:** Explaining the importance of nutrition; outlining steps to becoming more environmentally conscious; presenting a cooking lesson.

9.3C.MC.3 - I can demonstrate understanding of how to apply ASL numbers to different contexts. **Examples:** Explaining sport scores; describing units of measurement including heights and weights; presenting temporal aspects related to age and time.

9.3C.MC.4 - I can expand their knowledge in other subject areas on topics of personal interests. **Examples:** Identifying the parts of a vehicle; learning about personal hygiene; discussing technology and technical equipment.

9.3C.MC.5 - I can explain in depth on their study of world history by studying the history of the Deaf world. **Examples:** Creating a timeline of major persons and events in Deaf history; learning about the French roots of the American Deaf community; studying ancient Greek and Roman perspectives towards Deaf people.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages.

Comparisons - Language (LC)

Proficiency Benchmark: *I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries).*

9.4C.LC.1 - I can demonstrate an understanding of ways to express respect and communicate status differences in ASL and English. **Examples:** Describing the differences between communicating with children and adults; explaining the differences between signing an informal conversation and delivering a staged presentation; conducting a research project on how Deaf and hearing people introduce others in casual situations and on stage.

9.4C.LC.2 - I can demonstrate an ability to recognize and correctly use the non-manual signals that are distinctive to ASL. **Examples:** Comparing similarities and differences of non-manual signals in ASL and prosodic features in English; describing the non-manual signals used by a Deaf storyteller; giving examples of non-manual signals used in an ASL vlog.

9.4C.LC.3 - I can recognize differences and similarities in word order, verb formation, and nouns in ASL and English. **Examples:** Comparing the subject-verb-object word order of English and the topic-comment feature of ASL; describing how adjectives and adverbs differ in ASL and English; identifying how reduplication distinguishes nouns and verbs in ASL.

9.4C.LC.4 - I can compare the temporal aspects of ASL and English. **Examples:** Describing the temporal framework used in ASL and English; examining the incorporation of numbers to represent the frequency of temporal aspect in ASL; investigating different ways to indicate duration by including temporal aspects.

9.4C.LC.5 - I can analyze different categories of depicting verbs and classifiers used in ASL. **Examples:** Giving examples of Size and Shape Specifiers and locative classifiers; identifying which classifiers are classified in the “ground” and “figures” categories of using space; labeling classifiers as depictive, manipulative, and body part.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (SG)

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

9.5C.SG.1 - I can use ASL to communicate with peers and other members of the Deaf community about daily life, various experiences, and special events. **Examples:** Exchanging video letters about school and life with Deaf peers; giving a presentation on a recent vacation; explaining a traditional family celebration.

9.5C.SG.2 - I can interact with ASL users in the Deaf community to learn about community relations and possible future career options. **Examples:** Interviewing a person who uses ASL in their work and summarizing the information for classmates; researching occupations common in the Deaf community; investigating different places Deaf people work in the student's community.

9.5C.SG.3 - I can use ASL to plan activities that benefit the school or community. **Examples:** Organizing a school fundraising event with an ASL theme; hosting a Deaf art show; performing ASL poetry at school talent nights.

9.5C.SG.4 - I can use ASL to participate in Deaf community activities and projects with Deaf peers outside of school. **Examples:** Volunteering at a local community center; visiting events for Deaf senior citizens; organizing a Silent Dinner or ASL chat get-together.

9.5C.SG.4 - I can invite community members to participate in ASL or Deaf related school events. **Examples:** A Deaf guest speaker addressing career options; providing ASL tutoring; giving a demonstration of an ASL story.

American Sign Language (ASL)

Grade 10

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (1I)
<i>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.</i>
10.1C.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 groups to produce an original ASL poem.
10.1C.1I.2 - I can create possible responses to the pathological view of being deaf 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.
10.1C.1I.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).
10.1C.1I.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.
10.1C.1I.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.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded

American Sign Language on a variety of topics.

Communication - Interpretive (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.*

10.1C.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.

10.1C.2I.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.

10.1C.2I.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.

10.1C.2I.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.

10.1C.2I.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.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentational:** Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.*

10.1C.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.

10.1C.P.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.

10.1C.P.3 - I can prepare research-based reports in ASL on current events and culture relevant to the Deaf community. **Examples:** Researching events online; investigating ASL literature-related shows and exhibitions; researching controversial topics online.

10.1C.P.4 - 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.

10.1C.P.5 - 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.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultures through Interactions** - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Culture - Relating to Cultures through Interactions (RC)

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

10.2C.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:** Retelling the Bison Fight Song; viewing performances or video clips of the Gallaudet Dance Company and Rathskeller; and Deaf Professional Arts Network (D-PAN) attending a local, state, or regional Deaf sports tournament.

10.2C.RC.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.

10.2C.RC.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.

10.2C.RC.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.

10.2C.RC.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.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

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

Connections - Acquiring Information and Diverse Perspectives (IP)

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

10.3C.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.

10.3C.IP.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.

10.3C.IP.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.

10.3C.IP.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.

10.3C.IP.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.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language

Connections - Making Connections (MC)

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

10.3C.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 Deaf 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 DiMarco.

10.3C.MC.2 - I can discuss 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.

10.3C.MC.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.

10.3C.MC.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.

10.3C.MC.5 - I can combine information from other school subjects with information available in ASL to complete activities 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.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages.

Comparisons - Language (LC)

Proficiency Benchmark: *I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries).*

10.4C.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.

10.4C.LC.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.

10.4C.LC.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.

10.4C.LC.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.

10.4C.LC.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.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (SG)

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

10.5C.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.

10.5C.SG.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.

10.5C.SG.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.

10.5C.SG.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.

10.5C.SG.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.

American Sign Language (ASL)

Grade 11

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversation to provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (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.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.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.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.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.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics.

Communication - Interpretive (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.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.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.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.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.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentational:** Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.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.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.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.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultures through Interactions** - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Culture - Relating to Cultures through Interactions (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.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.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.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.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.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

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

Connections - Acquiring Information and Diverse Perspectives (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.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.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.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.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.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language.

Connections - Making Connections (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.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.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.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.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.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to

interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages.

Comparisons - Language (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.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.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.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.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.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to

participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (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.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.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.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.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.

American Sign Language (ASL)

Grade 12

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Communication - Interpersonal (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.*

12.1C.1I.1 - I can share their 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 groups to produce an original ASL poem.

12.1C.1I.2 - I can discuss and develop possible responses to the pathological view of being deaf.
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.

12.1C.1I.3 - I can demonstrate understanding of ASL sociolinguistic elements such as regional signs, racial and ethnic sign variation, 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).

12.1C.1I.4 - I can work with a local Deaf organization to 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.

12.1C.1I.5 - I can share their opinions and understanding of key topics in Deaf culture. **Examples:** Discussing the core cultural practices of Deaf culture; listing examples of audism or linguicism; synthesizing the major events that have impacted the Deaf community.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics.

Communication - Interpretive (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.*

12.1C.2I.1 - I can demonstrate the ability to recognize levels of register in live and video contexts and understand their significance. **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.

12.1C.2I.2 - I can demonstrate understanding of cultural nuances of meaning in expressive parts 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.

12.1C.2I.3 - I can analyze the main plot, subplot, characters, physical descriptions, and meaning in authentic literary materials. **Examples:** Viewing ASL films; watching plays and performing troupes; interpreting Deaf comic strips.

12.1C.2I.4 - I can demonstrate an understanding of 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.

12.1C.2I.5 - I can demonstrate an increasing ability to 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.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentational**: Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Communication - Presentational (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.*

12.1C.P.1 - I can demonstrate understanding of 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.

12.1C.P.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.

12.1C.P.3 - I can prepare research-based reports in ASL on current events and culture relevant to the Deaf community. **Examples:** Researching events at Gallaudet University; investigating ASL literature-related shows and exhibitions; describing controversial topics.

12.1C.P.4 - I can present results of 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.

12.1C.P.5 - 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.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Cultures through Interactions** - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Culture - Relating to Cultures through Interactions (RC)

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

12.2C.RC.1 - I can discuss and participate in activities enjoyed by Deaf teenagers, such as sports, dance, games, and entertainment, and examine the social norms that underlie these activities. **Examples:** Viewing performances or video clips of the Gallaudet Dance Company;

and Deaf Professional Arts Network (D-PAN) online; attending a local, state, or regional Deaf sports tournament.

12.2C.RC.2 - I can analyze and 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.

12.2C.RC.3 - I can explore the common pattern 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.

12.2C.RC.4 - I can use acquired knowledge of 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.

12.2C.RC.5 - I can identify, analyze, and discuss 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.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

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

Connections - Acquiring Information and Diverse Perspectives (IP)

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

12.3C.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.

12.3C.IP.2 - I can interact in a culturally appropriate manner with Deaf people of various backgrounds in a variety of contexts. **Examples:** Welcoming guest speakers; participating in

field trips; interacting with community members at Deaf events.

12.3C.IP.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.

12.3C.IP.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.

12.3C.IP.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.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Making Connections** - Learners reinforce and further their knowledge of other disciplines through American Sign Language..

Connections - Making Connections (MC)

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

12.3C.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 DiMarco.

12.3C.MC.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.

12.3C.MC.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.

12.3C.MC.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.

12.3C.MC.5 - I can combine information from other school subjects with information available in ASL to complete activities 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.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners discuss the nature of language through comparisons of American Sign Language and other languages.

Comparisons - Language (LC)

Proficiency Benchmark: *I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries).*

12.4C.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.

12.4C.LC.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;

12.4C.LC.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.

12.4C.LC.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.

12.4C.LC.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

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use American Sign Language within and beyond the school setting.

Communities - School and Global (SG)

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

12.5C.SG.1 - 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.

12.5C.SG.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.

12.5C.SG.3 - I can participate and volunteer 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.

12.5C.SG.4 - I can communicate in ASL with Deaf community members from other countries about specific issues related to the local Deaf 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.

12.5C.SG.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, handshake, and number stories.

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