



INDIANA
DEPARTMENT of
EDUCATION

2026 Indiana Academic Standards
WORLD LANGUAGES
AMERICAN SIGN LANGUAGE K-12

Indiana Department of Education

100 N. Senate Ave.
Indianapolis, IN 46204



Purpose

Introduction

The Indiana Academic Standards for World Language: American Sign Language (ASL) K-12 are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3, the Indiana Department of Education (IDOE) facilitated the review of the Indiana Academic Standards, integrating educator committee feedback, a public comment period and contributions from representatives of the Indiana Foreign Language Teachers Association (IFLTA) and the American Council on the Teaching of Foreign Language (ACTFL), and the Indiana School for the Deaf, culminating in formal adoption by the Indiana State Board of Education.

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards for World Languages are designed to inform instruction of essential skills and concepts for students enrolled in a world language course or program. They should form the basis for strong core instruction for all students enrolled in the designated course of study. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success, but they are not all-inclusive.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

About the ASL K-12 Standards

The Indiana Academic Standards for World Languages: ASL K-12 are based on standards defined by ACTFL and are organized by the five C's of world language education: Communication, Cultures, Connections, Comparisons, and Communities. The ASL K-12 standards are intended for use with students in grades K-12 who are deaf, hard of hearing, or are otherwise learning ASL as a second language.

ASL educators serving on IDOE's ASL standards review committees drafted new standards to reflect foundational skills and fingerspelling/finger reading standards essential for students in grades K-5 and K-8, respectively. These new standards require specific developmental attention, reflecting skills integral to developing mastery of receptive and expressive American

Sign Language. These standards are located at the end of the corresponding sets of grade-level standards.

Proficiency Guidelines and Instructional Hours

The U.S. Department of State and ACTFL categorize languages based on the length of time the average learner needs to acquire each language as well as the linguistic and cultural characteristics of the language as compared to English.

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

The anticipated level of student language proficiency depends on the category of the language and the hours of instruction in that language. Tables 1 and 2 reflect hours of instruction since the number of instructional hours per level varies widely across Indiana schools. Educators may reference the tables to determine which Communications standards and indicators are appropriate for a given mode of communication (e.g., interpretive listening, interpretive reading) and proficiency level in a language course. The ACTFL proficiency levels are featured here:

Figure 1: Language Proficiency Levels

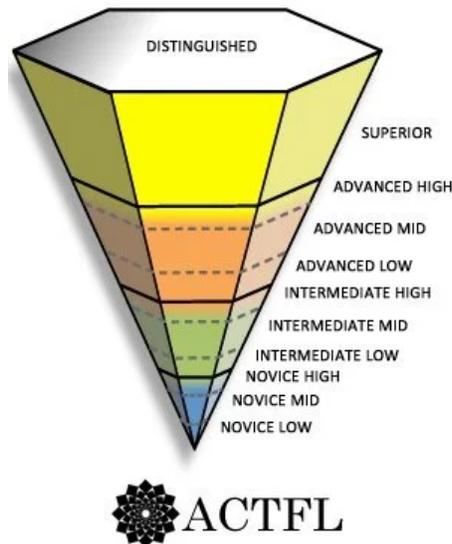


Table 1: Category 1 and 2 Languages: Instructional Hours (Communication Standards)

Mode	Instructional Hours					
	135-150	270-300	405-450	540-600	675-750	825-900
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		
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

Adapted from Language Testing International and the U.S. Department of State

Table 2: Category 3 and 4 Languages: Instructional Hours (Communication Standards)

Mode	Instructional Hours					
	135-150	270-300	405-450	540-600	675-750	825-900
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	

Adapted from *Language Testing International* and the U.S. Department of State

Standard Coding

The table illustrates how the standards are coded within this document. Indiana uses ACTFL's alphanumeric system for coding individual standards. Coding provides a consistent means of communication among educators.

Example: Communication Standard - 1C.1I.NL.a

1C	The first ("1") Overarching Standard is Communication ("C").
1I	The first ("1") Specialized Standard with the Communication standard is Interpersonal ("I") Communication.
NL	The Proficiency Benchmark is Novice ("N") and Performance Indicator is Low ("L").
a	A lowercase letter signals the specific Standard Indicator .

Navigating this Document

The standards are organized in this document by grade band to support ease of access and help facilitate vertical articulation: K-2, 3-5, 6-8, 9-10, and 11-12.

Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana's K-12 educators, higher education faculty, and other representatives who contributed to the development of these standards, including those individuals who provided feedback during the public comment period. IDOE extends sincere gratitude to the Indiana School for the Deaf for their support in this revision process.

ASL Standards: Grades K-2

Communication (1C)

Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1: Interpersonal Communication (1I)

Students use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Proficiency Benchmark	Kindergarten	Grade 1	Grade 2
	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.		
Standards	K.1C.1I.1: I can recognize and express basic greetings and farewells. Examples: Hello, goodbye.	1.1C.1I.1: I can recognize and express basic greetings and farewells. Examples: Hello, goodbye.	2.1C.1I.1: I can recognize and express basic greetings and farewells. Examples: Hello, goodbye.
	K.1C.1I.2: I can recognize and state basic personal information. Examples: Name, age.	1.1C.1I.2: I can recognize and state basic personal information. Examples: Name, age, family members, favorite things.	2.1C.1I.2: I can recognize and state basic personal information. Examples: Name, age, family members, colors, animals.
	K.1C.1I.3: I can recognize and express basic likes, dislikes, and feelings through single-word responses.	1.1C.1I.3: I can recognize and express basic opinions and feelings through single-word responses.	2.1C.1I.3: I can recognize and express basic opinions and feelings through several-word responses.
	K.1C.1I.4: I can identify people, objects, and animals using ASL.	1.1C.1I.4: I can identify places, transportation and animals using ASL.	2.1C.1I.4: I can identify places, transportation, occupations, and animals using ASL.
	K.1C.1I.5: I can express conversational phrases with peers and adults. Examples: Please, thank you, excuse me.	1.1C.1I.5: I can express conversational phrases with peers and adults. Examples: Please, thank you, excuse me, goodbye.	2.1C.1I.5: I can express conversational phrases with peers and adults. Examples: Please, thank you, excuse me, goodbye.
	K.1C.1I.6: I can sign the WH questions vocabulary. Examples: Who, where, when, why, what, and how.	1.1C.1I.6: I can sign the WH questions vocabulary. Examples: Who, where, when, why, what, and how.	2.1C.1I.6: I can sign the WH questions vocabulary. Examples: Who, where, when, why, what, and how

Standard 2: Interpretive Communication (2I)

Students use simple communication modes: interpersonal (two-way face-to-face), interpretive (receptive of visual or digital content by an unseen communicator), and presentational (one-to-many).

	Kindergarten	Grade 1	Grade 2
Proficiency Benchmark	I can maintain signed conversation and discussion across time frames using collaborative communication including simple sentences and simple questions.	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.	
Standards	K.1C.2I.1: I can follow and respond to simple commands and requests. Examples: Signing 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.	1.1C.2I.1: I can follow 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.	2.1C.2I.1: I can follow and respond to simple commands and requests. Examples: Signing please and thank you; following multiple step directions in classrooms and outside classrooms.
	K.1C.2I.2: I can recognize and recall numbers of 1-20 in ASL.	1.1C.2I.2: I can recognize and recall numbers of 1-50 in ASL.	2.1C.2I.2: I can identify and express numbers of 1-100 in ASL.
	K.1C.2I.3: I can identify the most commonly used ASL handshapes (BASOC15).	1.1C.2I.3: I can identify the most commonly used ASL handshapes (BASOC15) and some complex handshapes such as P, F, G, K, and E.	2.1C.2I.3: I can identify the most commonly used ASL handshapes (BASOC15) and more complex handshapes such as P, F, G, K, and E.
	K.1C.2I.4: I can recognize WH-questions in ASL storytelling. Examples: Who, what, where, when, why, how?	1.1C.2I.4: I can recognize WH-questions in ASL storytelling. Examples: Who, what, where, when, why, how?	2.1C.2I.4: I can recognize WH-questions in ASL storytelling. Examples: Who, what, where, when, why, how.

Standard 3: Presentational Communication (P)

Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Proficiency Benchmark	Kindergarten	Grade 1	Grade 2
	I can present information on both very familiar and everyday topics using a variety of practiced or memorized vocabulary, and simple phrases in ASL.		
Standards	<p>K.1C.P.1: I can describe familiar objects, places, and people. Examples: Shapes, colors, people, things, and places (e.g., home and school).</p>	<p>1.1C.P.1: I can describe familiar objects, places, and people. Examples: Shapes, colors, people, things, and places (e.g., home and school).</p>	<p>2.1C.P.1: I can describe familiar objects, occupations, transportation, animals, colors, places, and people. Examples: Shapes, colors, people, things, and places (e.g., home and school).</p>
	<p>K.1C.P.2: I can present simple prepared materials with teacher guidance. Examples: Show and Tell; sharing photos or drawings.</p>	<p>1.1C.P.2: I can present simple prepared materials with teacher guidance. Examples: Show and Tell; sharing photos or drawings.</p>	<p>2.1C.P.2: I can present complex and prepared materials with the teacher’s guidance. Examples: Show and Tell; sharing photos or drawings.</p>
	<p>K.1C.P.3: I can present a simple ASL rhythmic poem. Examples: ASL rhythm, using most common hand shapes (BASOC15) found on YouTube.</p>	<p>1.1C.P.3: I can express a simple ASL poem. Examples: Using basic (BASOC15) and some complex handshapes, can express simple prepared material with teacher guidance (e.g., Show and Tell, sharing photos or drawings of handshapes found on YouTube).</p>	<p>2.1C.P.3: I can present a simple ASL poem (up to seven lines). Examples: ASL rhythm, using basic handshapes (BASOC15) and some complex handshapes found on YouTube.</p>
		<p>1.1C.P.4: I can recite grade level rhythms and poetry found in ASL (up to five lines).</p>	<p>2.1C.P.4: I can recite grade level rhymes and poetry found in ASL. (up to seven lines)</p>

Cultures (2C)

Students interact effectively with cultural practices within the language.

Standard 1: Relating to Cultural Practices through Interaction (RC)

Students provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Proficiency Benchmark	Kindergarten	Grade 1	Grade 2
	I can interact at a survival level in some familiar everyday contexts.		
Standards	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>K.2C.RC.2: I can participate in grade-level cultural activities. Example: Celebrating Clerc and Gallaudet Week.</p>	<p>1.2C.RC.2: I can participate in grade-level cultural activities. Example: Celebrating Clerc and Gallaudet Week and Deaf Awareness Month.</p>	<p>2.2C.RC.2: I can participate in grade-level cultural activities. Example: Celebrating Clerc and Gallaudet Week in December and Deaf Awareness Month in September.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>2.2C.RC.4: I can examine elements of Deaf art including hands, handshapes, eyes, and/or De’VIA Art. Examples: Playing with handshape blocks; using handshape cards; coloring handouts.</p>
		<p>1.2C.RC.5: I can identify famous Deaf people. Examples: Find pictures from the Internet.</p>	<p>2.2C.RC.5: I can identify famous Deaf people (Laurent Clerc, Thomas Gallaudet, and Marlee</p>

		Matlin). Example: Find pictures from the Internet.
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Connections (3C)

Students connect with other disciplines and acquire a variety of information and perspectives in order to use the language to think creatively and critically.

Standard 1: Acquiring a Variety of Information and Perspectives (IP)

Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Proficiency Benchmark	Kindergarten	Grade 1	Grade 2
	I can access and evaluate basic information and perspectives that are available in Deaf culture.		
Standards	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>

	<p>K.3C.IP.4: I can identify community places, people and transportation. Examples: Identifying Deaf 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.</p>	<p>1.3C.IP.4: I can identify community places, people and transportation. Examples: Identifying Deaf 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.</p>	<p>2.3C.IP.4: I can identify Deaf community, places, people, and transportation. Examples: Identifying Deaf 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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>

Standard 2: Making Connections (MC)

Students reinforce and further their knowledge of other disciplines through American Sign Language.

Proficiency Benchmark	Kindergarten	Grade 1	Grade 2
	I can access and evaluate basic information and perspectives that are available in Deaf culture.		
Standards	<p>K.3C.MC.1: I can express developmentally appropriate rhymes and poetry of the Deaf culture (up to three lines).</p>	<p>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.</p>	<p>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 programming.</p>
	<p>K.3C.MC.2: I can present simple prepared material with teacher guidance. Examples: Show and Tell; sharing photos or drawings.</p>	<p>1.3C.MC.2: I can view and recognize basic ASL handshape rhymes (BASOC15) and some complex handshapes.</p>	<p>2.3C.MC.2: I can view and recognize complex handshapes.</p>
	<p>K.3C.MC.3: I can present a simple ASL poem. Examples: ASL rhythm, using common handshapes (BASOC15).</p>	<p>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;</p>	<p>2.3C.MC.3: I can view and perform complex greetings and handshape poetry in ASL. Examples: Sing happy birthday songs; viewing handshape holiday stories; viewing</p>

		viewing handshape rhymes about weather.	handshape stories.
	K.3C.MC.4: I can describe familiar objects, places, and people. Examples: Shapes, colors, people, things, and places (e.g., home and school).	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.	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.
		1.3C.MC.5: I can explain 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.	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.
		1.3C.MC.6: I can express an appreciation for the hands and eyes. Examples: Using coloring books; engaging in art projects; playing with Play-Doh.	2.3C.MC.6: I can take pride in and value the use of hands and eyes using a variety of materials.

Comparisons (4C)

Students develop insight into the nature of language and culture in order to interact effectively in the target culture of study.

Standard 1: Language Comparisons (LC)

Students define and discuss the nature of language through comparisons of American Sign Language and other languages.

	Kindergarten	Grade 1	Grade 2
Proficiency Benchmark	I can identify basic differences and similarities between American Deaf culture, American culture, and other signed languages used in other countries.	I can identify basic differences and similarities between ASL, English, and signed languages used in other countries.	
Standards	K.4C.LC.1: I can use simple signs and/or phrases to identify familiar objects and basic concepts from other content areas.	1.4C.LC.1: I can recognize the words/signs and simple sentences shared between ASL and English.	2.4C.LC.1: I can recognize the words/signs and complex sentences shared between ASL and English.
	K.4C.LC.2: I can recognize the words/signs shared between ASL and English.	1.4C.LC.2: I can recognize and use authentic simple and complex forms of address in everyday situations.	2.4C.LC.2: I can recognize and use authentic simple and complex forms of addressing others in everyday situations.
	K.4C.LC.3: I can recognize and use authentic simple 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.	2.4C.LC.3: I can distinguish and apply 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.
	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	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 (e.g., happy, sad, surprised); observing topicalization when being asked	2.4C.LC.4: I can express grade-level facial expressions and non-manual signals. Examples: Practicing facial expressions based on simple emotions (e.g., happy, sad, surprised); observing topicalization when being asked questions; interpreting the

	<p>making ASL handshapes out of dough.</p>	<p>questions; interpreting the meaning of various facial expressions found in photos or other sources.</p>	<p>meaning of various facial expressions found in photos or other sources.</p>
	<p>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 (e.g., happy, sad, surprised); observing topicalization when being asked questions; interpreting the meaning of various facial expressions found in photos or other sources.</p>	<p>1.4C.LC.5: I can recognize contributions made from Deaf culture. Examples: Art, values, famous people, closed captioning, football huddle, baseball umpire signals.</p>	<p>2.4C.LC.5: I can recognize contributions from Deaf culture. Examples: Art, values, famous people, closed captioning, football huddle, baseball umpire signals.</p>

Communities (5C)

Students communicate and interact effectively in the target culture of study in order to participate in multilingual communities at home and around the world.

Standard 1: School and Global (SG)

Students use American Sign Language within and beyond the school setting.

Proficiency Benchmark	Kindergarten	Grade 1	Grade 2
		I can use ASL both within and beyond the classroom to interact and learn in the Deaf community.	
Standards	<p>K.5C.SG.1: I can share experiences from ASL classrooms within the school and/or community. Example: Use ASL to teach basic vocabulary to friends and family.</p>	<p>1.5C.SG.1: I can apply signs learned from ASL classroom outside of the school and/or community. Example: Use ASL to teach basic vocabulary to friends and family.</p>	<p>2.5C.SG.1: I can apply signs and sentences learned from ASL classroom outside of the school and/or community. Example: Use ASL to teach basic vocabulary to friends and family.</p>
	<p>K.5C.SG.2: I can recognize the use of ASL in the learner’s community.</p>	<p>1.5C.SG.2: I can recognize the use of ASL in the learner’s community.</p>	<p>2.5C.SG.2: I can recognize the use and explain ASL in the learner’s community.</p>
	<p>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.</p>	<p>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.</p>	<p>2.5C.SG.3: I can demonstrate understanding of 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.</p>
	<p>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.</p>		

	<p>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.</p>		
	<p>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.</p>		
	<p>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.</p>		
	<p>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.</p>		

ASL Foundational Skills (FS)

Students recognize and apply concepts of the five parameters and basic structures of American Sign Language (ASL).

	Kindergarten	Grade 1	Grade 2
Standards	<p>K.FS.1: I can recognize that non-manual markers have meanings. Examples: Facial expressions, head movements, body language.</p>	<p>1.FS.1: I can identify non-manual markers of new signs to determine their meanings. Example: H:S and expression of coughing for a long time to decode COUGH++.</p>	
	<p>K.FS.2: I can recognize that signs are represented by a combination of parameters. Example: Father, Mother, and Fine all have the same handshape and movement but the location is different, changing the meaning of the sign.</p>	<p>1.FS.2: I can identify and express the five parameters.</p>	<p>2.FS.2: I can identify and express the five parameters.</p>
	<p>K.FS.3: I can identify that specific classifiers have specific meanings.</p>	<p>1.FS.3: I can differentiate the inflective changes in classifiers that influence their meanings. Example: Classifier 5 (A person walking fast).</p>	<p>2.FS.3: I can differentiate the inflective changes in structure of signs that influence their meanings. Examples: STAND-FOR-A-LONG-TIME; THROW-TO-ME; THROW-TO-YOU.</p>
		<p>1.FS.4: I can express phonological groupings. Example: Taste on chin area: BITTER, SOUR, SWEET.</p>	<p>2.FS.4: I can recognize and produce derivatives of blended signs to inform the meaning of blended signs. Examples: WANT = REALLY-WANT.</p>
		<p>1.FS.5: I can identify and demonstrate cardinal numbers and ordinal numbers.</p>	<p>2.FS.5: I can identify and demonstrate cardinal numbers and ordinal numbers.</p>

Fingerspelling and Finger Reading (FF)

Students recognize and demonstrate fingerspelling and finger reading.

	Kindergarten	Grade 1	Grade 2
Standards	K.FF.1: I can differentiate between initialized forms and alphabet letters. Examples: Name signs, C-L-A-S-S, T-E-A-M.	1.FF.1: I can understand why fingerspelling is used in ASL and show that each word is separated by a short pause.	2.FF.1: I can fingerspell words to differentiate emotional emphasis. Examples: M-A-D, N-O, W-H-O, H-A-P-P-Y.
	K.FF.2: I can fingerspell words and names of people or places. Examples: J-O-Y, I-S-D.	1.FF.2: I can tell when high-frequency lexicalized fingerspelled words are used to show strong feeling or emphasis. Examples: #ICE, #DOG, #BUS.	2.FF.2: I can play with fingerspelling. Example: G-O-L-F.
	K.FF.3: I can express lexical fingerspelling. Examples: #CAR, #BUS #DOG.	1.FF.3: I can fingerspell unknown words by applying phonemic awareness and recognizing regularly fingerspelled letter combinations. Examples: AN, AT, IN.	2.FF.3: I can show/apply high-frequency lexicalized fingerspelling. Examples: #ALL, #DO, #SUB.
	K.FF.4: I can express a sign to get the fingerspelling of that sign. Examples: HAT, H-A-T, BIKE, B-I-K-E.	1.FF.4: I can understand that lexicalized signs are different from regular fingerspelling due to their speed, shape change, and frequency of use.	2.FF.4: I can recall chunks of finger reading units to English print as content appropriate. Examples: #TEACH/ER, #LEARN/ER, #C/AT.

ASL Standards: Grades 3-5

Communication (1C)

Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1: Interpersonal Communication (1I)

Students use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Proficiency Benchmark	Grade 3	Grade 4	Grade 5
	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.		
Standards	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>3.1C.1I.4: I can show Deaf related products, such as Deaf art or technical equipment used by Deaf people (e.g., Videophone, phone features, alarm clocks, doorbells, smoke</p>	<p>4.1C.1I.4: I can recognize and describe Deaf-related products like art, videos, or everyday tools used by Deaf people (e.g., flashing doorbells or alarm clocks), and share what I think</p>	<p>5.1C.1I.4: I can recognize and describe Deaf-related products like art, videos, or everyday tools used by Deaf people (e.g., flashing doorbells or alarm clocks), and share what I think</p>

	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.	about them. Examples: Commenting on Deaf art; discussing contributions made by Deaf people to different fields; exchanging information related to technology found in Deaf community.	about them. Examples: Commenting on Deaf art; discussing contributions made by Deaf people to different fields; exchanging information related to technology found in Deaf community.
	3.1C.11.5: I can role play in 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.	4.1C.11.5: I can role play in 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.	5.1C.11.5: I can role play in 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.

Standard 2: Interpretive Communication (2I)

Students use simple communication modes: interpersonal (two-way face-to-face), interpretive (receptive of visual or digital content by an unseen communicator), and presentational (one-to-many).

	Grade 3	Grade 4	Grade 5
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.		
Standards	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.	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.	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.
	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.	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.	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.

	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>3.1C.2I.5: I can understand and follow directions given in ASL.</p>	<p>4.1C.2I.5: I can understand and follow directions given in ASL.</p>	<p>5.1C.2I.5: I can understand and follow directions given in ASL.</p>

Standard 3: Presentational Communication (P)

Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

	Grade 3	Grade 4	Grade 5
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.		
Standards	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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</p>	<p>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</p>	<p>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</p>

	<p>what comes next in a series of events.</p>	<p>Understanding Week; recording a video report on a favorite book.</p>	<p>Awareness Week; recording a video report on a favorite book.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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 Dawn Sign Press “Once Upon a Sign” video series.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>5.1C.P.4: I can use and explain the meaning of selected classifiers. Examples: Using tracing classifiers; identifying entity classifiers (vehicles); presenting element classifiers.</p>

Cultures (2C)

Students interact effectively with cultural practices within the language.

Standard 1: Relating to Cultural Practices through Interaction (RC)

Students provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Proficiency Benchmark	Grade 3	Grade 4	Grade 5
	I can interact at a survival level in some familiar everyday contexts.		
Standards	<p>3.2C.RC.1: I can demonstrate familiarity with Deaf social customs and practices found in the Deaf community. Examples: Observing social interactions between Deaf parents and children; attending an ASL storytelling event; watching video clips about Deaf Understanding Week.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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 the Deaf community.</p>	<p>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.</p>	<p>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.</p>
	<p>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 gestures and mime to communicate basic needs; pointing to place a menu order.</p>	<p>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.</p>	<p>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 gestures and mime to communicate basic needs; pointing to place a menu order.</p>

	<p>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.</p>	<p>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.</p>	<p>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.</p>
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Connections (3C)

Students connect with other disciplines and acquire a variety of information and perspectives in order to use the language to think creatively and critically.

Standard 1: Acquiring Information and Diverse Perspectives (IP)

Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Proficiency Benchmark	Grade 3	Grade 4	Grade 5
	I can access and evaluate basic information and perspectives that are available in Deaf culture.		
Standards	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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</p>	<p>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</p>	<p>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</p>

	lighting play in entertainment; developing understanding of Deaf people’s pride in being Deaf.	lighting play in entertainment; developing understanding of Deaf people’s pride in being Deaf.	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.	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.	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.

Standard 2: Making Connections (MC)

Students reinforce and further their knowledge of other disciplines through American Sign Language.

Proficiency Benchmark	Grade 3	Grade 4	Grade 5
	I can access and evaluate basic information and perspectives that are available through ASL and its culture.		
Standards	3.3C.MC.1: I can view and read stories in ASL that reflect cultural practices and historical figures. Examples: Viewing or reading 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.	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	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.
	3.3C.MC.2: I can explain why being Deaf is not a negative trait and describe things that Deaf people value. Examples: Expressing joy when a child is born and identified as deaf/hard of hearing; discussing the beauty of ASL.	4.3C.MC.2: I can explain why being Deaf is not a negative trait and describe things that Deaf people value. Examples: Expressing joy when a child is born and identified as deaf/hard of hearing; discussing the beauty of ASL.	5.3C.MC.2: I can explain why being Deaf is not a negative trait and describe things that Deaf people value. Examples: Expressing joy when a child is born; discussing the beauty of ASL.

	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>

Comparisons (4C)

Students develop insight into the nature of language and culture in order to interact effectively in the target culture of study.

Standard 1: Language Comparisons (LC)

Students discuss the nature of language through comparisons of American Sign Language and other languages.

Proficiency Benchmark	Grade 3	Grade 4	Grade 5
	I can identify basic differences and similarities between ASL, English, and signed languages used in other countries.		
Standards	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>3.4C.LC.2: I can explain and provide examples that gestures are used in many cultures but sign languages like ASL and French Sign Language have different rules and meanings. 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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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</p>	<p>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</p>

		produced by Deaf artists.	produced by Deaf artists.
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>

Communities (5C)

Students communicate and interact effectively in the target culture of study in order to participate in multilingual communities at home and around the world.

Standard 1: School and Global (SG)

Students use American Sign Language within and beyond the school setting.

Proficiency Benchmark	Grade 3	Grade 4	Grade 5
	I can use ASL both within and beyond the classroom to interact and learn in the Deaf community.		
Standards	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>3.5C.SG.2: I can identify Deaf people’s professions in an 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.</p>	<p>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.</p>	<p>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.</p>
	<p>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 people from other countries who are also learning ASL on videophone, and watching different sign languages of other countries from YouTube.</p>	<p>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 people from other countries who are also learning ASL; leaving messages about weekend plans; confirming the date and time.</p>	<p>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 people from other countries who are also learning ASL; leaving messages about weekend plans; confirming the date and time.</p>

	<p>3.5C.SG.4: I can participate in performances that show what I have learned about Deaf culture. Examples: Demonstrating Deaf rhythmic drumming; creating simple handshape poems; De'VIA.</p>	<p>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.</p>	<p>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.</p>
	<p>3.5C.SG.5: I can engage with Deaf community members based on their ASL presentations, demonstrating comprehension beyond simply observing. 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 provide entertainment.</p>	<p>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 provide entertainment.</p>	<p>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 provide entertainment.</p>

ASL Foundational Skills (FS)

Students recognize and apply concepts of the five parameters and basic structures of American Sign Language (ASL).

	Grade 3	Grade 4	Grade 5
Standards	<p>3.FS.1: I can identify combined knowledge of all parameters and morphology. Examples: Use roots to accurately decode unfamiliar signs and phrases in context and out of context.</p>	<p>4.FS.1: I can identify combined knowledge of all parameters and morphology. Examples: Use roots to accurately decode unfamiliar signs and phrases in context and out of context.</p>	<p>5.FS.1: I can identify combined knowledge of all parameters and morphology. Examples: Use roots to accurately decode unfamiliar signs and phrases in context and out of context.</p>
	<p>3.FS.2: I can identify the distinguishing features of a sentence. Examples: Eye gaze, movement in starting a sign, body tilt, ending movement or hold.</p>		

Fingerspelling and Finger Reading (FF)

Students recognize and demonstrate fingerspelling and finger reading.

	Grade 3	Grade 4	Grade 5
Standards	3.FF.1: I can fingerspell abbreviations. Examples: #FT, #CO.	4.FF.1: I can fingerspell to emphasize a word in a presentation.	5.FF.1: I can identify signs that combine a sign with lexicalized fingerspelling. Examples: #BLACK+BERRY, #STEP+SON.
	3.FF.2: I can recall chunks of finger reading units to English print as content appropriate. Examples: #TEACH/ER, #LEARN/ER, #C/AT.	4.FF.2: I can recall chunks of finger reading units to English print as content appropriate. Examples: #TEACH/ER, #LEARN/ER, #C/AT.	5.FF.2: I can recall chunks of finger reading units to English print as content appropriate. Examples: #TEACH/ER, #LEARN/ER, #C/AT.
	3.FF.3: I can show/apply high-frequency lexicalized fingerspelling. Examples: #ALL, #DO, #SUB.	4.FF.3: I know that if there is no sign equivalent for a word, the word should be fingerspelled. Examples: Names of stores (#T-A-R-G-E-T), proper nouns.	5.FF.3: I know that if there is no sign equivalent for a word, the word should be fingerspelled. Examples: Names of stores (#T-A-R-G-E-T), proper nouns.
		4.FF.4: I can use the chaining strategy when learning new vocabulary words and signs. Examples: Signs a word OWL, fingerspells O-W-L, signs OWL.	5.FF.4: I can use the chaining strategy when learning new vocabulary words and signs. Examples: Signs a word-OWL, fingerspells O-W-L, signs OWL.

ASL Standards: Grades 6-8

Communication (1C)

Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1: Interpersonal Communication (1I)

Students use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Proficiency Benchmark	Grade 6	Grade 7	Grade 8
	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.		
Standards	<p>6.1C.1I.1: I can give and follow the simple instructions in ASL to complete a variety of classroom and cultural tasks. Examples: Playing developmentally appropriate games; demonstrating attention-getting strategies; describing simple step-by-step activities.</p>	<p>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 (in person or virtual); sharing information to construct a personal timeline.</p>	<p>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 (in person or virtual); sharing information to construct a personal timeline.</p>
	<p>6.1C.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.</p>	<p>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 or attending events that require ASL communication by going to community Deaf events (e.g., Silent dinner, a Deaf picnic, ASL chat session); establishing a video-conference to discuss current events.</p>	<p>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 or attending events that require ASL communication by going to community Deaf events (e.g., Silent dinner, a Deaf picnic, ASL chat session); establishing a video-conference to discuss current events.</p>
	<p>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</p>	<p>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 complex issue; collaborating on recording a video newsletter; hosting a</p>	<p>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 complex issue; collaborating on recording a video newsletter; hosting a</p>

	opinions.	debate on a current issue, JoelBarish.com (Deaf world traveler).	debate on a current issue.
	6.1C.11.4: I can explain what Deaf-related products are, such as technical equipment used by Deaf people (e.g., alarm clocks, doorbells, smoke alarms). Examples: Discussing contributions made by Deaf people in different careers; exchanging information related to technology found in the Deaf community.	7.1C.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.	8.1C.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.
	6.1C.11.5: 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.	7.1C.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.	8.1C.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.

Standard 2: Interpretive Communication (2I)

Students comprehend and interpret live and recorded American Sign Language on a variety of topics.

	Grade 6	Grade 7	Grade 8
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.		
Standards	6.1C.21.1: I can comprehend the main ideas in ASL narratives and stories. Examples: Retelling the main points of a fairy tale; identifying the main characters; and listing the important events in a story.	7.1C.21.1: 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 <i>Daily Moth</i> news.	8.1C.21.1: 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.

	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>6.1C.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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>6.1C.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.</p>	<p>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.</p>	<p>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.</p>

Standard 3: Presentational Communication (P)

Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Proficiency Benchmark	Grade 6	Grade 7	Grade 8
	I can present information on both very familiar and everyday topics using a variety of practiced or memorized vocabulary, and simple phrases in ASL.		
Standards	<p>6.1C.P.1: I can present skits and perform stories in ASL for school events. Examples: Sharing ABC, number, handshape stories; dramatizing important events in Deaf history; demonstrating sign rhymes.</p>	<p>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 (e.g., the five handshape: mother, father, grandma, grandpa; the handshape "i": identity, immature, idea); categorizing related signs based on meaning.</p>	<p>8.1C.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; (e.g., the five handshape: mother, father, grandma, grandpa; the handshape "i": identity, immature, idea); categorizing related signs based on meaning.</p>
	<p>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.</p>	<p>7.1C.P.2: I can analyze and compare the meaning of selected classifiers. Examples: Identifying size and shapes.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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 Vail's poem "Cow and Rooster"; retelling a selection from Dawn Sign Press "Once</p>	<p>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</p>	<p>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</p>

	<p>upon a sign" video series, Jon Savage's "Strong and Out."</p>	<p>people, culture and history.</p>	<p>demographics.</p>
	<p>6.1C.P.5: I can use and explain the meaning of selected classifiers. Examples: Using tracing classifiers; identifying entity classifiers (vehicles); presenting element classifiers.</p>	<p>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.</p>	<p>8.1C.P.4: 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.</p>

Cultures (2C)

Students interact effectively with cultural practices within the language.

Standard 1: Relating to Cultural Practices through Interaction (RC)

Students provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Proficiency Benchmark	Grade 6	Grade 7	Grade 8
	I can interact at a survival level in some familiar everyday contexts.		
Standards	<p>6.2C.RC.1: I can demonstrate familiarity with social customs, values 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.</p>	<p>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.</p>	<p>8.2C.RC.1: I can demonstrate familiarity with informal and formal social customs, values 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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>6.2C.RC.3: I can participate and/or observe 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.</p>	<p>7.2C.RC.3: I can learn, participate in, and/or 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; visiting the Deaflympics website.</p>	<p>8.2C.RC.3: I can learn about and participate in, and/or observe the 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.</p>

	<p>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 gestures and mime to communicate basic needs; pointing to place a menu order, text; operating text-to-speech and other apps.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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/hard-of-hearing children.</p>	<p>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/hard-of-hearing children; understanding the role of Deaf clubs and schools for the Deaf.</p>

Connections (3C)

Students connect with other disciplines and acquire a variety of information and perspectives in order to use the language to think creatively and critically.

Standard 1: Acquiring Information and Diverse Perspectives (IP)

Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Proficiency Benchmark	Grade 6	Grade 7	Grade 8
	I can access and evaluate basic information and perspectives that are available in Deaf culture.		
Standards	<p>6.3C.IP.1: I can become familiar with grade level literature in ASL television programs, and learn games played by Deaf peers. Examples: Viewing fairy tales; Elephant Game (Trunk and ears); producing simple handshape poetry.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>5.3C.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.</p>
	<p>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 Deaf people’s pride in being Deaf.</p>	<p>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.</p>	<p>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.</p>

	<p>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 and regional signs 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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>7.3C.IP.5: I can identify, discuss, and analyze groups within 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.</p>	<p>8.3C.IP.5: I can identify, discuss, and analyze groups within 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.</p>

Standard 2: Making Connections (MC)

Students reinforce and further their knowledge of other disciplines through American Sign Language.

	Grade 6	Grade 7	Grade 8
<p>Proficiency Benchmark</p>	<p>I can access and evaluate basic information and perspectives that are available through ASL and its culture.</p>		
<p>Standards</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

	<p>6.3C.MC.2: I can develop an understanding of core cultural values, particularly that being Deaf is not a negative trait. Examples: Expressing joy when a Deaf child is born and identified deaf/hard of hearing; sharing opinions about the benefits of being Deaf/deaf; discussing the beauty of ASL.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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; being aware of 1913 ASL video by George Veditz.</p>	<p>7.3C.MC.4: I can expand my 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.</p>	<p>8.3C.MC.4: I can expand my 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.</p>
	<p>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.</p>	<p>7.3C.MC.5: I can elaborate on the 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 toward Deaf people.</p>	<p>8.3C.MC.5: I can elaborate on the 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 toward Deaf people.</p>

Comparisons (4C)

Students develop insight into the nature of language and culture in order to interact effectively in the target culture of study.

Standard 1: Language Comparisons (LC)

Students discuss the nature of language through comparisons of American Sign Language and other languages.

Proficiency Benchmark	Grade 6	Grade 7	Grade 8
Proficiency Benchmark	I can identify basic differences and similarities between ASL, English, and other signed languages, including Black Sign Language, Plains Indian Sign Language, and from other countries.		
Standards	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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;</p>	<p>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</p>	<p>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</p>

	<p>identifying differences in toys produced for Deaf and hearing children; observing the common motif of hands and eyes in art produced by Deaf artists.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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 as depictive, manipulative, and body part.</p>	<p>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.</p>

Communities (5C)

Students communicate and interact effectively in the target culture of study in order to participate in multilingual communities at home and around the world.

Standard 1: School and Global (SG)

Students use American Sign Language within and beyond the school setting.

Proficiency Benchmark	Grade 6	Grade 7	Grade 8
	I can use ASL both within and beyond the classroom to interact and learn in the Deaf community.		
Standards	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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</p>	<p>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.</p>	<p>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.</p>

	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.	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.	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.
	6.5C.SG.5: I can learn about Deaf community members' experiences 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.	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.	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.

Fingerspelling and Finger Reading (FF)

Students recognize and demonstrate fingerspelling and finger reading.

Grades 6-8	
Standards	6-8.FF.1: I can demonstrate pacing, chunking, and/or spatial emphasis dynamics of using fingerspelling. Examples: Comparing and contrasting two ideas using two different spaces: U-P in upper right corner with D-O-W-N.
	6-8.FF.2: I can use fingerspelling when there is not an ASL-specific sign for a given word. Examples: Names of stores, #T-A-R-G-E-T, proper nouns.
	6-8.FF.3: I can demonstrate initialized fingerspelling and/or alphabet letters to its English parallel.
	6-8.FF.4: I can demonstrate signs that combine a sign with lexicalized fingerspelling. Examples: #BLACK+BERRY, #STEP+SON.
	6-8.FF.5: I can distinguish domain-specific words by fingerspelling them. Examples: Fingerspell M-C-D-O-N-A-L-D for surname instead of signing MCDONALD for fast food restaurant; fingerspell B-E-D to distinguish it from the sleeping bed to flower "bed".

ASL Standards: Grades 9-10

Communication (1C)

Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1: Interpersonal Communication (1I)

Students use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Proficiency Benchmark	Grade 9	Grade 10
	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.	
Standards	<p>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.</p>	<p>10.1C.11.1: I can share my personal thoughts or reactions to selected ASL literature. Examples: Discussing main topics and themes; creating a shared narrative; working in groups to produce an original ASL poem.</p>
	<p>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.</p>	<p>10.1C.11.2: I can create possible responses to the medical 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.</p>
	<p>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 complex issue; collaborating on recording a video newsletter; hosting a debate on a current issue.</p>	<p>10.1C.11.3: 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, generational differences, and/or dual minority identities.</p>
	<p>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.</p>	<p>10.1C.11.4: 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.</p>

	<p>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.</p>	<p>10.1C.11.5: I can share opinions about current issues in Deaf culture. Examples: Discussing the core cultural practices of Deaf culture; listing examples of audism or linguicism; synthesizing the major events that have impacted the Deaf community.</p>
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Standard 2: Analytical Comprehension of Communication (2A)

Students comprehend and analyze live and recorded American Sign Language on a variety of topics.

	Grade 9	Grade 10
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.	
Standards	<p>9.1C.2A.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.</p>	<p>10.1C.2A.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.</p>
	<p>9.1C.2A.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.</p>	<p>10.1C.2A.2: I can recognize 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.</p>
	<p>9.1C.2A.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.</p>	<p>10.1C.2A.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.</p>
	<p>9.1C.2A.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.</p>	<p>10.1C.2A.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.</p>

	<p>9.1C.2A.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.</p>	<p>10.1C.2A.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.</p>
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Standard 3: Presentational Communication (P)

Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

	Grade 9	Grade 10
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.	
Standards	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>10.1C.P.2: I can analyze the nuances of 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.</p>
	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>
	<p>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</p>	<p>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 complex topics; performing in school plays.</p>

	argument; presenting information learned in other subjects.	
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Cultures (2C)

Students interact effectively with cultural practices within the language.

Standard 1: Relating to Cultural Practices through Interaction (RC)

Students provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Proficiency Benchmark	Grade 9	Grade 10
	I can interact at an advanced level in some familiar everyday contexts.	
Standards	<p>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.</p>	<p>10.2C.RC.1: I can engage in activities with 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.</p>
	<p>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.</p>	<p>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.</p>
	<p>9.2C.RC.3: I can learn about and participate in activities with Deaf youth, such as games, sports, dance, drama, celebrations). Examples: Watching a Deaf play; attending an ASL poetry competition; celebrating Deaf Awareness Week.</p>	<p>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 exclusion encourages mutual support among Deaf people.</p>
	<p>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.</p>	<p>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.</p>

	<p>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/hard-of-hearing children; understanding the role of Deaf clubs and schools for the Deaf.</p>	<p>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.</p>
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Connections (3C)

Students connect with other disciplines and acquire a variety of information and perspectives in order to use the language to think creatively and critically.

Standard 1: Acquiring Information and Diverse Perspectives (IP)

Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Proficiency Benchmark	Grade 9	Grade 10
	I can access and evaluate basic information and perspectives that are available in Deaf culture.	
Standards	<p>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.</p>	
	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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. Example: Analyzing works of Deaf poets.</p>
	<p>9.3C.IP.4: I can watch ASL films or vlogs that are popular with young Deaf people. Examples: Viewing films produced by Deaf creators; watching humorous anecdotes by Deaf performers; viewing stories by Deaf peers.</p>	<p>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.</p>

	<p>9.3C.IP.5: I can identify, discuss, and research groups in the Deaf community (Black Deaf, Indigenous, DeafBlind, Refugees and Immigrants, and Deaf Plus) and their themes, ideas, and perspectives.</p>	<p>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.</p>
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Standard 2: Making Connections (MC)

Students reinforce and further their knowledge of other disciplines through American Sign Language.

Proficiency Benchmark	Grade 9	Grade 10
	I can access and evaluate basic information and perspectives that are available through ASL and its culture.	
Standards	<p>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; watching ASL vlogs about traveling in foreign countries.</p>	<p>10.3C.MC.1: I can understand and describe significant contributions of Deaf Americans to history, the arts, sciences, literature and other fields.</p>
	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>10.3C.MC.3: I can expand my knowledge of world history, politics, and economics by studying relevant events in the Deaf world. Examples: Comparing employment patterns of Deaf and hearing people; sharing information about taxes and the economy.</p>
	<p>9.3C.MC.4: I can expand my 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.</p>	<p>10.3C.MC.4: I can analyze reports in ASL on topics being studied in other classes. Examples: Presenting on the immigration and citizenship process; creating news broadcasts of current events.</p>
	<p>9.3C.MC.5: I can explain in depth my 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 life of Laurent Clerc; learning about the French roots of the American Deaf community; studying ancient Greek and Roman perspectives towards Deaf people.</p>	<p>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.</p>

Comparisons (4C)

Students develop insight into the nature of language and culture in order to interact effectively in the target culture of study.

Standard 1: Language Comparisons (LC)

Students discuss the nature of language through comparisons of American Sign Language and other languages.

Proficiency Benchmark	Grade 9	Grade 10
	I can identify basic differences and similarities between ASL, spoken languages, and signed languages used in other countries.	
Standards	<p>9.4C.LC.1: I can demonstrate an understanding of ways to express respect and communicate with different modalities of signed languages. 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; hearing people introduce others in casual situations and on stage.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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</p>

		<p>role classifiers have in sentence structure.</p>
	<p>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.</p>	<p>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.</p>

Communities (5C)

Students communicate and interact effectively in the target culture of study in order to participate in multilingual communities at home and around the world.

Standard 1: School and Global (SG)

Students use American Sign Language within and beyond the school setting.

Proficiency Benchmark	Grade 9	Grade 10
	I can use ASL both within and beyond the classroom to interact and learn in the Deaf community.	
Standards	<p>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 messages about school and life with Deaf peers; giving a presentation on a recent vacation; explaining a traditional family celebration.</p>	<p>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; making plans to attend a Deaf-related performance.</p>
	<p>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.</p>	<p>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; providing outreach to hearing families with young Deaf children.</p>
	<p>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.</p>	<p>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.</p>
	<p>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.</p>	
	<p>9.5C.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.</p>	

ASL Standards: Grades 11-12

Communication (1C)

Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1: Interpersonal Communication (1I)

Students use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.

Proficiency Benchmark	Grade 11	Grade 12
	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.	
Standards	11.1C.11.1: 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.	12.1C.11.1: 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.
	11.1C.11.2: I can explain why there are medical views toward Deaf people in history. Examples: Researching and proposing strategies to promote understanding of Deaf culture; surveying Deaf community members on a current issue; comparing the perspectives of opposing views.	12.1C.11.2: I can discuss and develop possible responses to the medical view of being Deaf. Examples: Researching and proposing strategies to promote understanding of Deaf culture; surveying Deaf community members on a current issue; comparing the perspectives of opposing views.
	11.1C.11.3: I can demonstrate 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, generational differences, and/or dual minority identities.	12.1C.11.3: 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, generational differences, and/or dual minority identities.
	11.1C.11.4: 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.	12.1C.11.4: 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.

	<p>11.1C.11.5: I can share opinions about current issues in Deaf culture. Examples: Discussing the core cultural practices of Deaf culture; listing examples of audism or linguicism; synthesizing the major events that have impacted the Deaf community.</p>	<p>12.1C.11.5: 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.</p>
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Standard 2: Analytical Comprehension of Communication (2A)

Students comprehend live and recorded American Sign Language on a variety of topics.

Proficiency Benchmark	Grade 11	Grade 12
		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.
Standards	<p>11.1C.2A.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.</p>	<p>12.1C.2A.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.</p>
	<p>11.1C.2A.2: I can explain 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 Deaf artists.</p>	<p>12.1C.2A.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 Deaf artists.</p>
	<p>11.1C.2A.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.</p>	<p>12.1C.2A.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.</p>
	<p>11.1C.2A.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.</p>	<p>12.1C.2A.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.</p>

	<p>11.1C.2A.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.</p>	<p>12.1C.2A.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.</p>
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Standard 3: Presentational Communication (P)

Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Proficiency Benchmark	Grade 11	Grade 12
Standards	I can present information on both very familiar and everyday topics using a variety of practiced or memorized vocabulary, and simple phrases in ASL.	
	<p>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.</p>	<p>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.</p>
	<p>11.1C.P.2: I can analyze the nuances of all classifiers and incorporate a range of perspectives to suit the message. Examples: Researching events online; investigating ASL literature-related shows and exhibitions; researching complex topics online.</p>	<p>12.1C.P.2: I can analyze the nuances of all 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.</p>
	<p>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.</p>	<p>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 complex topics.</p>
	<p>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 complex topics; performing in school plays.</p>	<p>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.</p>
	<p>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 complex topics; performing in school plays.</p>	

Cultures (2C)

Students interact effectively with cultural practices within the language.

Standard 1: Relating to Cultural Practices through Interaction (RC)

Students provide an explanation of the relationship between the practices and perspectives of American Deaf culture.

Proficiency Benchmark	Grade 11	Grade 12
	I can interact at a superior level in some familiar everyday contexts.	
Standards	<p>11.2C.RC.1: I can engage in activities with Deaf teenagers, such as sports, dance, games, and entertainment, and examine the social norms that underlie these activities. Examples: Viewing the Deaf Professional Arts Network (D-PAN) online; attending a local, state, or regional Deaf sports tournament.</p>	<p>12.2C.RC.1: I can engage in activities with 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; viewing the Deaf Professional Arts Network (D-PAN) online; attending a local, state, or regional Deaf sports tournament.</p>
	<p>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.</p>	<p>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.</p>
	<p>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 exclusion encourages mutual support among Deaf people.</p>	<p>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 exclusion encourages mutual support among Deaf people.</p>
	<p>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.</p>	<p>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.</p>

	<p>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.</p>	<p>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.</p>
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Connections (3C)

Students connect with other disciplines and acquire a variety of information and perspectives in order to use the language to think creatively and critically.

Standard 1: Acquiring Information and Diverse Perspectives (IP)

Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Proficiency Benchmark	Grade 11	Grade 12
	I can access and evaluate basic information and perspectives that are available in Deaf culture.	
Standards	<p>11.3C.IP.1: I can learn about and participate in activities enjoyed by young Deaf adults. Examples: Games, sports, ASL music, entertainment.</p>	<p>12.3C.IP.1: I can learn about and participate in activities enjoyed by young Deaf adults. Examples: Games, sports, ASL music, entertainment.</p>
	<p>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.</p>	<p>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.</p>
	<p>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 distinctive perspectives of Deaf people.</p>	<p>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 distinctive perspectives of Deaf people.</p>
	<p>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.</p>	<p>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.</p>
	<p>11.3C.IP.5: I can expand my 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.</p>	<p>12.3C.IP.5: I can expand my 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.</p>

Standard 2: Making Connections (MC)

Students reinforce and further their knowledge of other disciplines through American Sign Language.

Proficiency Benchmark	Grade 11	Grade 12
	I can access and evaluate basic information and perspectives that are available through ASL and its culture.	
Standards	11.3C.MC.1: I can understand and describe significant contributions of Deaf Americans to history, the arts, sciences, literature and other fields.	12.3C.MC.1: I can understand and describe significant contributions of Deaf Americans to history, the arts, sciences, literature and other fields.
	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.	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.
	11.3C.MC.3: I can expand my 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.3: I can expand my 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 debate reports in ASL on topics being studied in other classes. Examples: Creating news broadcasts of current events.	12.3C.MC.4: I can present reports in ASL on topics being studied in other classes. Examples: 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.	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)

Students develop insight into the nature of language and culture in order to interact effectively in the target culture of study.

Standard 2: Language Comparisons (LC)

Students discuss the nature of language through comparisons of American Sign Language and other languages.

Proficiency Benchmark	Grade 11	Grade 12
	I can identify basic differences and similarities between ASL, English, and other signed and spoken languages.	
Standards	<p>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.</p>	<p>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</p>
	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>

	<p>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.</p>	<p>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.</p>
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Communities (5C)

Students communicate and interact effectively in the target culture of study in order to participate in multilingual communities at home and around the world.

Standard 2: School and Global (SG)

Students use American Sign Language within and beyond the school setting

Proficiency Benchmark	Grade 11	Grade 12
	I can use ASL both within and beyond the classroom to interact and learn in the Deaf community.	
Standards	<p>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; making plans to attend a Deaf-related performance.</p>	<p>12.5C.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; making plans to attend a Deaf-related performance.</p>
	<p>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; providing outreach to hearing families with young Deaf children.</p>	<p>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; providing outreach to hearing families with young Deaf children.</p>
	<p>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.</p>	<p>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.</p>