



INDIANA
DEPARTMENT *of*
EDUCATION

2026 Indiana Academic Standards

WORLD LANGUAGES

AMERICAN SIGN LANGUAGE SECONDARY

Indiana Department of Education

100 N. Senate Ave.

Indianapolis, IN 46204



Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for World Language: American Sign Language (ASL) Secondary (9-12) 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.

The Indiana Academic Standards for ASL Secondary are world language standards that are intended for student learning when students are learning ASL as a second language in the secondary school setting. The Indiana Academic Standards for ASL Secondary may be adapted to include the middle level grades.

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 high school students enrolled in a world language course or middle schools offering a level 1 high school world language course for credit. 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 postsecondary 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.

Alignment with National Standards

The Indiana Academic Standards for World Languages: ASL Secondary 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.

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

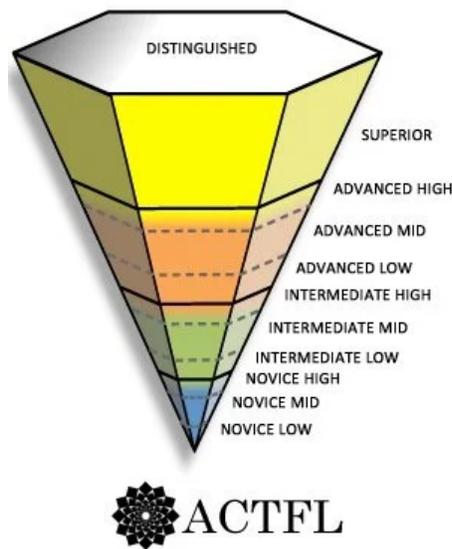


Table 1: Category 1 and 2 Languages: Instructional Hours (Communication Standards)

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 .

Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana’s secondary 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.

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	Novice	Intermediate	Advanced
		I can communicate in conversations in ASL on both very familiar and everyday topics using a variety of practiced or memorized signed words, concepts, phrases, simple sentences, and questions.	I can participate in conversations in ASL on familiar topics, creating sentences and a series of sentences that ask and answer a variety of questions.
Low	1C.1I.NL.a: I can distinguish handshapes by identifying similarities or differences between signs.	1C.1I.IL.a: I can recognize art and technology created by Deaf individuals within the Deaf community, both past and present (e.g., visual/vibrating alarm clocks, smoke alarms, video phones, captioning, and apps), and explain how these innovations support communication, safety, and accessibility for Deaf and hard-of-hearing people.	1C.1I.AL.a: I can discuss and develop possible responses to the pathological view of being Deaf.
	1C.1I.NL.b: I can select and use basic non-manual signals and/or facial expressions that correspond to emotions and feelings.	1C.1I.IL.b: I can role-play a variety of situations and scenarios, applying body language, facial expressions, and conversational skills in ASL.	1C.1I.AL.b: I can discuss ASL sociolinguistic elements such as regional signs, racial and ethnic sign variation, and gender influences on sign style in a variety of contexts.
Mid	1C.1I.NM.a: I can apply spatial referencing skills and basic pronominal awareness.	1C.1I.IM.a: I can use ASL to discuss matters of personal importance, such as memorable experiences, important life events, and ambitions for the future.	1C.1I.AM.a: I will work with a local organization to participate in an event for the deaf that is open to the public.

	1C.1I.NM.b: I can describe their daily needs, wants, and preferences.	1C.1I.IM.b: I can communicate with Deaf people, from the local community, and/or school, to identify similarities and differences in education, family, home life, recreation, and activities.	1C.1I.AM.b: I can discuss the key topics in Deaf culture.
		1C.1I.IM.c: I can visit ASL vlogs to identify contemporary issues in the Deaf community and discuss their importance and relevance with the members.	1C.1I.AM.c: I can explain the impact of audism and linguicism in the Deaf community.
High	1C.1I.NH.a: I can express two to three simple phrases in ASL about the home, classroom, and environment.	1C.1I.IH.a: I can communicate in a range of formal and informal scenarios using contextually appropriate linguistic and cultural behaviors.	1C.1I.AH.a: can provide my reactions to ASL literature and analyze recurring themes and topics in poems, plays, narratives, jokes, and stories that have been handed down from generation to generation.
	1C.1I.NH.b: I can give and follow simple instructions in ASL to complete a variety of classroom and cultural tasks.	1C.1I.IH.b: I can use ASL to obtain Deaf-related resources, products, and services.	1C.1I.AH.b: I can exchange and discuss my opinions and personal perspectives with ASL users on a variety of topics dealing with contemporary issues and historical topics.
	1C.1I.NH.c: I can tell a peer an opinion about family, school, and recreation.	1C.1I.IH.c: I can share their personal reactions to selected ASL literature, such as poems, plays, and personal narratives.	1C.1I.AH.c: I can analyze, synthesize, and present the impact of the Deaf experience.
	1C.1I.NH.d: I can discuss personal likes and dislikes on topics such as athletes, films, books, food, and holidays.		1C.1I.AH.d: I can discuss the possible ways Deaf people may appear in their professional careers, and brainstorm how ASL proficiency can be beneficial.

Standard 2: Interpretive Communication (2I)

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

	Novice	Intermediate	Advanced
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.	I can interpret and understand the main idea and details on familiar topics from phrases and narratives signed in ASL.	I can interpret the message and supporting details on a wide variety of familiar and general interest topics across a variety of ASL literature.
Low	1C.2I.NL.a: I can watch and retell age-appropriate television programs that feature ASL and characters who are Deaf.	1C.2I.IL.a: I can identify the main ideas or themes from live or recorded materials on topics of personal interest.	1C.2I.AL.a: I can discuss the main ideas and details of live or recorded discussions concerning current events in the Deaf community, and subjects studied in other classes.
	1C.2I.NL.b: I can develop and use visual and kinesthetic rhythm.	1C.2I.IL.b: I can identify and retell the principal characters and/or events and details in age-appropriate ASL literature, including poetry and narratives.	1C.2I.AL.b: I can discuss more complex meanings of unfamiliar vocabulary and grammatical structures through context.
	1C.2I.NL.c: I can identify people and objects in their natural surroundings using ASL in live or electronic formats.	1C.2I.IL.c: I can identify and discuss the main ideas in age-appropriate ASL narratives and stories.	
	1C.2I.NL.d: I can respond to simple commands and requests.		
	1C.2I.NL.e: I can interpret and retell presentations on age-appropriate topics.		
	1C.2I.IL.f: I can identify gestures, facial expressions, non-manual signals, and other visual cues.		
Mid	1C.2I.NM.a: I can identify and explain the main ideas and details of live or recorded discussions concerning current Deaf culture events, and subjects studied in other classes.	1C.2I.IM.a: I can interpret and explain announcements, information, and messages related to daily activities and other school subjects.	1C.2I.AM.a: I can analyze, synthesize, and discuss the main ideas and details of live or recorded discussions concerning current events in the Deaf community, and subjects studied in other classes.

	1C.2I.NM.b: I can explain the relationship between handshape and meaning in selections of ASL literature, including ABC, handshape, and number stories.	1C.2I.IM.b: I can use knowledge acquired in other settings and from other subject areas to interpret live and recorded messages in ASL.	1C.2I.AM.b: I can analyze, synthesize, and discuss major topics, themes, and techniques of art created by Deaf artists and the significance of each aspect.
		1C.2I.IM.c: I can identify the levels of register in live and recorded contexts and explain their significance.	
High	1C.2I.NH.a: I can interpret and retell brief recorded messages on familiar topics, such as family, school, and holiday celebrations.	1C.2I.IH.a: I can explain the cultural nuances of meaning in expressive products used in the Deaf community, including ASL literature and the visual arts.	1C.2I.AH.a: I can analyze the variety in sign styles in live and recorded materials and understand its significance.
	1C.2I.NH.b: I can view and describe recorded descriptions of people, animals, objects, places, common activities, weather, and major events, and identify corresponding pictures or illustrations.	1C.2I.IH.b: I can analyze and discuss the main plot, subplot, characters, physical descriptions, and meaning in authentic literary materials.	1C.2I.AH.b: I can synthesize and present the principal elements of nonfiction topics from recorded materials of current and historical importance to the members of the Deaf community.
	1C.2I.NH.c: I can follow directions given in ASL related to daily classroom activities.		1C.2I.AH.c: I can analyze and explain the nuances of meaning in live and recorded communication in formal and informal settings.
			1C.2I.AHd: I can identify, analyze, and use advanced discourse styles and strategies that accompany sensitive topics.

Standard 3: Presentational Communication (P)

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

	Novice	Intermediate	Advanced
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.	I can communicate information, make presentations, and express my thoughts about familiar topics using phrases and narratives through ASL.	I can deliver detailed and organized presentations on familiar as well as unfamiliar topics, in narratives using advanced storytelling techniques in ASL.
Low	1C.P.NL.a: I can restate and/or rephrase simple information from live or recorded materials presented in class.	1C.P.IL.a: I will use ASL to respectfully share and learn about my peers' cultures, including traditions and products, demonstrating awareness and appreciation of similarities and differences in cultural practices within ASL.	1C.P.AL.a: I can analyze the nuances of body part classifiers and incorporate a range of perspectives to suit the message.
	1C.P.NL.b: I can retell using various rhymes, short anecdotes, or poems commonly known among their peers in the Deaf community using visual cues for assistance.	1C.P.IL.b: I can discuss familiar ASL stories, fairy tales, or poems.	1C.P.AL.b: I can prepare research-based reports in ASL on current cultural events relevant to the Deaf community.
	1C.P.NL.c: I can restate and/or rephrase simple information from live or recorded materials presented in class.	1C.P.IL.c: I can analyze and explain the meaning of selected classifiers.	1C.P.AL.c: I can present the results of a survey conducted on topics of personal interest or pertaining to the Deaf community.
	1C.P.NL.d: I can practice age-appropriate interactions, model dialogue, and receptively understand feedback.		
Mid	1C.P.NM.a: I can practice leaving recorded messages that include appropriate greetings, farewells, and age-appropriate content matter.	1C.P.IM.a: I can analyze and compare the meaning of selected classifiers.	1C.P.AM.a: I can create stories, skits, and plays and perform them for an audience.
	1C.P.NM.b: I can prepare illustrated stories in ASL about activities or events in my environment and present them to	1C.P.IM.b: I can present skits, recite selected poems, tell anecdotes, and perform stories in ASL for school events.	1C.P.AM.b: I can summarize and record the content of a vlog or documentary intended for ASL native users in order to discuss

	the class.		the topics with other learners of ASL.
			1C.P.AM.c: I can analyze cultural works with contributions from Deaf artists in various media, including literary and fine arts genres.
High	1C.P.NH.a: I can present skits, recite selected poems, tell anecdotes, and perform stories in ASL for school events.	1C.P.IH.a: I can create recorded messages on topics of personal interest, school routines, and community events.	1C.P.AH.a: I can give presentations in ASL on research-based investigations of current events from the perspectives of various groups within the Deaf community.
	1C.P.NH.b: I can create simple, brief recorded messages about people, things, and school events.	1C.P.IH.b: I can express preferences and feelings about information they have gathered about events, experiences, everyday activities, and other school subjects.	1C.P.AH.b: I can use resources available in ASL on the Internet, library, and other media sources to build support for personal opinions and present them.
		1C.P.IH.c: I can select and use signs modified with inflections.	1C.P.AH.c: I can present the latest research findings on topics related to ASL linguistics.

Cultures (2C)

Students interact effectively with cultural practices within the language.

Standard 1: Interacting with Other Cultures: Language and Behavior (IC)

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

Proficiency Benchmark	Novice	Intermediate	Advanced
		I can interact at a survival level in some familiar everyday contexts.	I can interact at a functional level in familiar contexts.
Low	2C.IC.NL.a: I can observe and use age-appropriate ways of expressing greetings and farewells.	2C.IC.IL.a: I can apply various communication strategies used by Deaf people in their daily lives.	2C.IC.AL.a: I can identify, analyze, and discuss patterns of behaviors and/or interaction in the context of Deaf culture.
	2C.IC.NL.b: I can practice attention-getting strategies.	2C.IC.IL.b: I can investigate and discuss aspects of American Deaf culture that are handed down from generation to generation.	
	2C.IC.NL.c: I can participate in age-appropriate cultural activities.	2C.IC.IL.c: I can perform expected social behaviors when interacting with Deaf and hearing individuals at Deaf events.	
	2C.IC.NL.d: I can identify simple culturally-based behavior patterns of Deaf people.		
Mid	2C.IC.NM.a: I can discuss common daily activities of Deaf people.	2C.IC.IM.a: I can discuss and participate in activities enjoyed by Deaf teenagers (e.g., sports, dance, games, entertainment) and examine the social norms that underlie these activities.	2C.IC.AM.a: I can examine the cultural value of cooperation used to meet the needs of Deaf community members through local and national organizations established for and run by Deaf leaders.
	2C.IC.NM.b: I can identify and explain social customs and practices of Deaf people.	2C.IC.IM.b: I can analyze and discuss social, political, and educational institutions and their influences on the culture of Deaf people and related issues.	2C.IC.AM.b: I can discuss perceptions of various Deaf people related to their cultural and self-identification, stages of acculturation, and their contributions to Deaf culture at large.

	2C.IC.NM.e: I can discuss various cultural implications of communication strategies used by Deaf people in their daily lives.		
High	2C.IC.NH.a: I can compare and contrast the informal and formal social customs and practices of Deaf people.	2C.IC.IH.a: I can research and explain the common pattern of resistance to, acceptance of, and eventual self-identification within Deaf culture as experienced by the majority of Deaf people.	2C.IC.AH.a: I can analyze changes in the Deaf community and the impact of technology and telecommunication on the practices of the young generation of Deaf people, and their influences on young Deaf people’s perceptions and beliefs.
	2C.IC.NH.b: I can discuss my participation in activities enjoyed by young Deaf people, such as games, sports, dance, drama, and celebrations.	2C.IC.IH.b: I can use acquired knowledge of Deaf culture to interact in a culturally appropriate manner with Deaf people in a variety of contexts.	2C.IC.AH.b: I can examine and present major elements of the Deaf culture, such as concepts of time, personal space, and exchanging personal information, and analyze how people from other cultures perceive them.
	2C.IC.NH.c: I can study the significance of Martha’s Vineyard in Deaf history.		2C.IC.AH.c: I can analyze, synthesize, and present contemporary issues for Deaf people, such as education, employment, audism, linguicism, community traditions, clubs, sports organizations, and technology, and examine their impact on the Deaf culture.

Standard 2: Relating Cultural Practice and Products to Perspectives (Investigate) (CI)

Students can analyze cultural works with contributions from Deaf artists in various media, including literary and fine arts genres.

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can identify and investigate products and practices to help me understand perspectives in the Deaf culture and/or my own.	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives in the Deaf culture and in the Deaf community.	I can reflect on a variety of products and practices and how they relate to perspectives in the Deaf culture and/or my own.
Low	2C.CI.NL.a: I can learn about Deaf culture through different genres of media, including children’s literature, music, games, and television programs; then communicate in ASL.	2C.CI.IL.a: I can identify and explain different elements involved in tangible products of the Deaf culture.	2C.CI.AL.a: I can analyze and discuss expressive products of Deaf culture, such as stories, poetry, art, and literature, and explore the ways these products depict the lifestyles and a variety of perspectives of Deaf people.
	2C.CI.NL.b: I can examine and explain elements of artwork created by Deaf people and which depict hands, handshapes, and eyes.	2C.CI.IL.b: I can explain how the major themes of hands, eyes, and signs appear in selected pieces created by Deaf artists.	2C.CI.AL.b: I can employ critical thinking in identifying and analyzing films, commercials, or documentaries about Deaf people and evaluate the cultural patterns and social behaviors they demonstrate.
		2C.CI.IL.c: I can recognize and explain themes, ideas, or perspectives of the Deaf people and recognize how they are reflected by the culture.	
Mid	2C.CI.NM.a: I can identify and explain tangible products used or created by Deaf people in the community.	2C.CI.IM.a: I can investigate and discuss the different geographical environments in which Deaf people live and examine the impact of these environments on the lifestyles of various Deaf people.	2C.CI.AM.a: I can discuss significant life events of Deaf people.
	2C.CI.NM.b: I can recognize and explain fundamental themes of the Deaf culture.	2C.CI.IM.b: I can identify and explain expressive media 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.	
High	2C.CI.NH.b: I can identify and explain basic age-appropriate literature in ASL videogames and television programs, and learn games played by Deaf people.	2C.CI.IH.a: I can identify, analyze, and discuss various groups in the Deaf community; then describe their themes, ideas, and perspectives.	2C.CI.AH.a: I can present my experiences by participating appropriately in discussions with native signers about literary, social, economic, and political topics.
		2C.CI.IH.b: I can discuss my experiences by participating in activities enjoyed by young Deaf adults, such as games, sports, ASL music, and entertainment.	2C.CI.AH.b: I can analyze, synthesize, and present themes of exclusion and empowerment in products of Deaf culture, such as stories, poetry, art, and literature, and how they reflect the experiences and perspectives of Deaf people.
		2C.CI.IH.c: Students interact in a culturally appropriate manner with Deaf people of various backgrounds in a variety of contexts.	2C.CI.AH.c: I can analyze and explain patterns of ASL use and linguistic expressions used by Deaf people, and analyze the context and historical usage of some of these expressions to identify Deaf people's thoughts and perspectives.
			2C.CI.AH.d: I can investigate and present societal and cultural issues discussed at various Deaf-related forums, internet sites, chat rooms, vlogs, and blogs.

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: Interacting with Other Cultures: Language and Behavior (IC)

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

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can access and evaluate basic information and perspectives that are available in Deaf culture.	I can access and evaluate more complex information and perspectives that are available through ASL and its culture.	I can access and evaluate in-depth information and perspectives that are available through ASL and its culture.
Low	3C.IP.NL.a: I can select and use ASL vocabulary to refer to items and concepts learned in other subject areas.	3C.IP.IL.a: I can view and discuss short videos in ASL related to other disciplines such as social studies, science, technology, and the arts.	3C.IP.AL.a: I can discuss topics in ASL from other fields, including concepts and issues in the humanities, sciences, and technology.
	3C.IP.NL.c: I can identify family members and family relationships.	3C.IP.IL.b: I can present live or recorded reports in ASL on topics.	3C.IP.AL.b: I can convey opinions and personal perspectives on a variety of topics.
	3C.IP.NL.d: I can identify and state community locations, personnel, and transportation.	3C.IP.IL.c: I can expand my knowledge in other fields by conducting research on topics of personal interest and giving a presentation on them.	
Mid	3C.IP.NM.a: I can use spatial awareness to identify and outline shapes.	3C.IP.IM.a: I can present the facts related to the study of world history that is associated with the history of the Deaf events.	3C.IP.AM.a: I can use ASL to provide information on the work and knowledge of professionals in their field of study and professions.
	3C.IP.NM.b: I can select and use common numbering systems.	3C.IP.IM.b: I can describe significant contributions of Deaf Americans to history, the arts, sciences, literature, and other fields.	3C.IP.AM.b: I can synthesize and evaluate information obtained in other disciplines to enhance my understanding of ASL and Deaf culture.
		3C.IP.IM.c: I can exchange views in ASL on topics from other content classes.	

		3C.IP.IM.d: I can research and present relevant events in world history, politics, and economics that have affected the Deaf community.	
High	3C.IP.NH.a: I can discuss significant contributions of Deaf people to history, the arts, sciences, literature, and other fields.	3C.IP.IH.a: I can present and report on different topics related to post-secondary life.	3C.IP.AH.a: I am able to share information from different sources related to other topics.
	3C.IP.NH.b: I can talk about topics from school subjects in ASL, including technology, historical facts, mathematical problems, and scientific information.	3C.IP.IH.b: I am able to include information from real-life situations with information available in ASL to complete activities in the ASL classroom.	
	3C.IP.NH.c: I can look at a variety of sources (e.g., pictures, maps, videos) related to topics in other subject areas and identify items in ASL.		

Standard 2: Making Connections (MC)

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

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can access and evaluate basic information and perspectives that are available through ASL and its culture.	I can access and evaluate more complex information and perspectives that are available through ASL and Deaf culture.	I can access and evaluate in-depth information and perspectives that are available through ASL and Deaf culture.
Low	3C.MC.NL.a: I can watch and retell age-appropriate folktales, short stories, and poetry intended for young Deaf/deaf children that foster a positive image.	3C.MC.IL.a: I can research and explain major events in Deaf history that have had a profound influence on Deaf culture.	3C.MC.AL.a: I can discuss the distinctive viewpoint that protecting, cherishing, and taking pride in ASL is a noted feature of Deaf culture.
	3C.MC.NL.b: I can view and perform simple greetings and handshape rhymes in ASL.	3C.MC.IL.b: I can recognize and explain the viewpoint of each of the labels traditionally applied to the Deaf.	3C.MC.AL.b: I can obtain information and viewpoints available through ASL or Deaf-related media, compare it with information on the same topic in

			English, and analyze the different perspectives and limitations shown in the sources.
	3C.MC.NL.c: I can use the aesthetic value of rhythm, timing, and vibration.		
	3C.MC.NL.d: I can discuss the value in using the hands and eyes.		
Mid	3C.MC.NM.a: I can view and discuss folktales and stories in ASL that reflect cultural practices and historical figures.	3C.MC.IM.a: I can draw a variety of sources intended for native ASL users of their age to explain the concept of Deaf Gain, which reframes from an auditory-first perspective to a whole-person perspective.	3C.MC.AM.a: I can view, analyze, and explain literary and non-literary recorded materials available only in ASL and comprehend the cultural messages embedded in such texts.
	3C.MC.NM.b: I can discuss core cultural values, particularly that being Deaf is not a negative trait.	3C.MC.IM.b: I can analyze and explain the context of major milestones in Deaf history, such as how those events have influenced and continue to foster a sense of value within the Deaf community.	
	3C.MC.NM.c: I can view and ask/answer questions about age and developmentally-appropriate short stories, poems, and content-related materials.		
	3C.MC.NM.d: I can show and tell about Deaf-related pictures and souvenirs to enhance their exploration of other topics.		
	3C.MC.NM.e: I can analyze and tell about the value and role of collectivism in Deaf culture.		
High	3C.MC.NH.a: I can show and tell about the illustrations in Deaf children’s books that show views of people and places in the Deaf World.	3C.MC.IH.a: I can analyze and compare the philosophies of educating the Deaf/deaf and their effects on the Deaf/deaf worldview.	3C.MC.AH.a: I can interview Deaf people to gain insights about societal issues.

	<p>3C.MC.NH.b: I can view and talk about ASL folktales, short stories, and poems that have been developed for young people and passed down for generations.</p>	<p>3C.MC.IH.b: I can observe and analyze common themes in ASL literature that include differences between how Deaf individuals view themselves and are viewed by hearing people.</p>	<p>3C.MC.AH.b: I can draw information from ASL sources to explain in live and recorded formats with ASL users and other learners about topics relevant to their fields of study.</p>
	<p>3C.MC.NH.c: I can identify and discuss Deaf contributions to the development of world culture in the sciences, arts, and society in general.</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: Cultural Comparisons (CC)

Students discuss the nature of culture through comparisons of American Deaf culture, American hearing culture, and signed languages in other countries.

Proficiency Benchmark	Novice	Intermediate	Advanced
	I can identify basic differences and similarities between ASL, English, and signed languages in other countries.	I can provide universal details about differences and similarities between ASL, English, and signed languages in other countries.	I can provide details about and give specific examples of differences and similarities between ASL, English, and signed languages in other countries.
Low	4C.CC.NL.a: I can compare the alphabet and numbers in English and handshapes in ASL.	4C.CC.IL.a: I can discuss ways to express respect and communicate status differences in ASL and English.	4C.CC.AL.a: I can explain ASL principles of word order that 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.
	4C.CC.NL.b: I can develop an understanding of the existence of noun-related classifiers in ASL.	4C.CC.IL.b: I can recognize and correctly use the non-manual signals that are distinctive to ASL.	4C.CC.AL.b: I can compare and explain the difficulties that ASL presents to English speakers as well as the difficulties English presents to ASL users by analyzing and comparing linguistic differences.
	4C.CC.NL.c: I can use examples of personal and possessive pronouns in ASL.	4C.CC.IL.c: I can analyze and present elements of ASL, such as time, tense, and aspect inflections, and comparable linguistic elements in English, and discuss how languages use various forms to express particular meanings.	
	4C.CC.NL.d: I can identify age- and developmentally-appropriate understanding of parameters, including location and movement.		

	4C.CC.NL.e: Identify English vocabulary words that have multiple meanings, then determine their signed equivalents.		
	4C.CC.NL.f: I can identify and apply basic ASL syntax and grammar structure.		
Mid	4C.CC.NM.a: I can experiment with forming age- and developmentally-appropriate facial expressions and non-manual signals.	4C.CC.IM.a: I can recognize and explain the differences and similarities in word order, verb formation, and nouns in ASL and English.	4C.CC.AM.a: I can explain structural differences between English and ASL print formats.
	4C.CC.NM.b: I can explain an emerging awareness that word order in ASL and English is often different.	4C.CC.IM.b: I can compare the temporal aspects of ASL and English.	4C.CC.AM.b: I can analyze and present language change and the historical development of ASL and other languages.
		4C.CC.IM.c: I can analyze different categories of depicting verbs and classifiers used in ASL.	
High	4C.CC.NH.a: I can explain formal and informal forms of language and try out expressions of politeness in ASL and in their own language.	4C.CC.IH.a: I can recognize that lexicalized signs undergo changes in meaning and form in ASL.	4C.CC.AH.a: I can research and explain different communication styles influenced by regional, gender, age, and educational differences to communicate messages in ASL and other languages.
	4C.CC.NH.b: I can discuss differences and similarities between the inflections of their own language and the role of non-manual signals in ASL.	4C.CC.IH.b: I can analyze and explain the visual basis of how 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.	4C.CC.AH.b: I can compare how ASL poetry, folktales, jokes, and short stories reflect societal issues and conflict.
		4C.CC.IH.c: I can analyze elements of ASL, such as time and tense formation, and compare them to linguistic elements in English.	

Standard 2: Language Comparisons (LC)

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

Proficiency Benchmark	Novice	Intermediate	Advanced
	I can identify basic differences and similarities between American Deaf culture, American hearing culture, and the cultures of countries that use other signed languages.	I can explain and provide universal details about differences and similarities between American Deaf culture, American hearing culture, and the cultures of countries that use other signed languages.	I can explain, provide details about, and give specific examples of differences and similarities between American Deaf culture, American hearing Culture, and the cultures of countries that use other signed languages.
Low	4C.LC.NL.a: I can compare simple patterns of behavior in Deaf culture and other cultures.	4C.LC.IL.a: I can identify similarities and differences between different educational programs for the Deaf and their own, and compare their own family life with that of other Deaf families.	4C.LC.AL.a: I can hypothesize about the relationship between perspectives and products in Deaf culture and compare these with similar relationships from their own culture.
	4C.LC.NL.b: I can identify the similarity between voice/mouth and hand/eye communication, and that different people communicate in different ways.	4C.LC.IL.b: I can contrast verbal and nonverbal behavior within particular activities among friends, classmates, family members, and teachers in Deaf culture and their own culture.	4C.LC.AL.b: I can analyze and compare complex topics in the Deaf community and in their own culture.
	4C.LC.NL.d: I can compare simple patterns of behavior and interaction in various cultural settings.	4C.LC.IL.c: I can discuss that I have a culture by comparing sample daily activities in Deaf culture and their own.	
Mid	4C.LC.NM.a: I can discuss that most languages use gestures, and that gestures and sign languages differ among cultures.	4C.LC.IM.a: I can examine the relationship between cultural perspectives and practices, such as celebrations, work habits, and entertainment, by analyzing selected practices from Deaf culture and their own culture.	4C.LC.AM.a: I can analyze the value and role collectivism plays in Deaf culture and compare it with their own culture.
	4C.LC.NM.b: I can compare and contrast tangible products and practices of various cultures.	4C.LC.IM.b: I can examine the relationship between cultural perspectives and products by analyzing selected products from Deaf culture and their own.	4C.LC.AM.b: I can compare the ways in which current events are covered in Deaf culture and in their own culture's press.

	4C.LC.NM.c: I can compare and contrast intangible products of different cultures.		
High	4C.LC.NH.a: I can recognize the interests and practices that they have in common with their Deaf peers and peers in various other cultures.	4C.LC.IH.a: I can develop an understanding of the use of rhythm and instrumentation used in Deaf performances.	4C.LC.AH.a: I can compare thematically similar ASL and English films, television programs, or texts, to identify specific cultural practices and perspectives.
		4C.LC.IH.b: I can compare and analyze the cultural nuances of meaning in words, expressions, idioms, and figurative language in ASL and English, or other spoken languages.	4C.LC.AH.c: I can analyze and discuss the relationships between products and perspectives in Deaf culture and contrast these with their own.
		4C.LC.IH.c: I can hypothesize about the relationship between perspectives and practices in Deaf culture and compare these with similar relationships from their own culture.	

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.

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can use ASL both within and beyond the classroom to interact and learn in the Deaf community.	I can use ASL language both within and beyond the classroom to interact and collaborate in the Deaf community.	I can use ASL both within and beyond the classroom to interact, collaborate, and contribute in my community and the globalized world.
Low	5C.SG.NL.a: I can learn how to communicate with the Deaf community.	5C.SG.IL.a: I can use ASL to communicate with members of the Deaf community about daily life, various experiences, and special events.	5C.SG.AL.b: I can communicate with Deaf members in the community regarding personal, vocational, professional interests, or community and world concerns.
		5C.SG.IL.b: I can use ASL to plan activities that benefit the school or community.	
		5C.SG.IL.c: I can use ASL to participate in the Deaf community activities and projects with Deaf people outside of school.	
		5C.SG.IL.d: I can interact with Deaf guest speakers on a variety of topics.	
		5C.SG.IL.e: I can perform a skit or short frozen text in ASL at a school or community event.	
		5C.SG.IL.f: I can participate in conversations with native ASL users about everyday matters and daily experiences.	

Mid	5C.SG.NM.a: I can communicate simple messages in ASL to Deaf people in the community and abroad concerning everyday matters and daily experiences.	5C.SG.IM.a: I can invite community members to participate in ASL or Deaf-related school events.	5C.SG.AM.a: I can research various student exchange programs and/or opportunities to use ASL around the world.
	2C.IC.IM.b: I can interact with Deaf people in age-appropriate cultural activities.	5C.SG.IM.b: I can use ASL to communicate with members of the Deaf community about personal interests or community and world events.	5C.SG.AM.b: I can actively participate in Deaf community events.
		5C.SG.IM.c: I can use ASL to interact with or help Deaf newcomers to the school and community.	
		5C.SG.IM.d: I can explore and explain careers that require proficiency in ASL and knowledge of Deaf culture.	
High	5C.SG.NH.a: I can participate in special performances related to Deaf culture.	5C.SG.IH.a: I can participate in school-to-work projects or career exploration activities in the field while communicating in ASL.	5C.SG.AH.a: I can present reports and provide information on stories, plays, films, and current events to others through a variety of media in ASL.
	5C.SG.NH.b: I can invite Deaf people from the community to participate in Deaf culture-related school events.	5C.SG.IH.b: I can give a performance in ASL at a school or community event.	

Standard 2: Lifelong Learners (LL)

Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.

Proficiency Benchmark	Novice	Intermediate	Advanced
		I can use ASL both within and beyond the classroom to interact and learn in the Deaf community and in the globalized world.	I can use ASL both within and beyond the classroom to interact and learn in the Deaf community and in the globalized world.
Low	5C.LL.NL.a: I can play games or other social activities typically played by Deaf children.	5C.LL.IL.b: I can attend a children’s play, puppet show, or storytelling presented in ASL.	5C.LL.AL.b: I can view and analyze major works of ASL literature and culture.
	5C.LL.NL.b: I can watch ASL-related media for enjoyment.	5C.LL.IL.c: I can view materials and/or use media in ASL for enjoyment or personal growth.	
Mid	5C.LL.NM.a: I can engage in art activities centered on Deaf culture.	5C.LL.IM.a: I can exchange information about topics of personal interest with ASL users.	5C.LL.AM.a: I can continue to express and discuss my worldview through participating in Deaf cultural events and conferences at local postsecondary institutions.
	5C.LL.NM.b: I can develop awareness of rhythm, vibration, and lighting.	5C.LL.IM.b: I can establish and/or maintain interpersonal relationships with ASL users.	5C.LL.AM.b: I can travel to places of leisure and education that are significant to Deaf community members.
		5C.LL.IM.c: I can engage in activities related to personal interests gained from exposure to ASL and interact with Deaf culture.	
		5C.LL.IM.d: I can attend cultural events or social activities that reflect Deaf culture.	
High	5C.LL.NH.b: I can participate in recreational activities that reflect the Deaf culture.	5C.LL.IH.a: I can attend cultural events or social activities that reflect Deaf culture.	5C.LL.AH.a: I can maintain a collection of books related to Deaf culture on topics of personal interest.

	<p>5C.LL.NH.c: I can engage in sign play and play games that reflect Deaf culture.</p>	<p>5C.LL.IH.b: I can participate as a volunteer or mentor to a younger learner of ASL.</p>	
		<p>5C.LL.IH.c: I can plan real or imaginary travel, events, and forums using ASL.</p>	