

INDIANA ACADEMIC STANDARDS

World Languages

American Sign Language: Secondary (ASL)

2019



Indiana Academic Standards for American Sign Language (ASL): Secondary

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

The standards are not Curriculum.

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

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

World Languages Introduction

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

Indiana's World-Class Standards

In order to maintain the highest quality academic standards for Indiana schools, Indiana reviews and revises the World Language standards once every six years. Indiana strives to produce standards that will be “world-class, clear, concise, jargon-free, and by grade level” (Indiana Public Law 146-1999). The Indiana Department of Education (IDOE) formed a committee of teachers, content experts, and professors from higher education from around the State who collaborated extensively to produce the *2019 Indiana Academic Standards for World Languages*.

Purpose and General Description of World Language Standards in Indiana

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

Five Sets of Academic Standards

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

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

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

Within each of the standards of communication, cultures, connections, comparisons, and communities is a series of proficiencies modeled after the National Council of State Supervisors of Foreign Languages (NCSSL)/ACTFL guidelines that Indiana educators will recognize and will be able to use to assess the achievement of students' learning of a world language. Within the framework of instruction, teachers will utilize the proficiency benchmarks to evaluate how a student may perform in authentic situations outside of the classroom. There are performance indicators for assessment of students' achievement *within* the classroom setting. The proficiency benchmarks and performance indicators appear in student voice as "I can" statements.

At the state level, academic standards allow schools and local communities to effectively and efficiently plan curricula. While this document is not meant to serve as the curriculum or describe how the content should be taught, it assists teachers in designing curricula as well as ensure appropriate articulation, matriculation, consistency, and learning outcomes statewide.

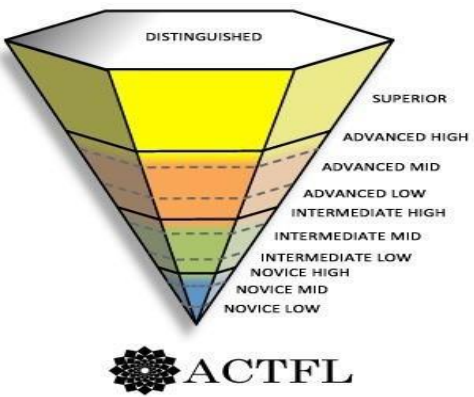
Many examples have been included to provide additional context and clarity, but they are not meant to be specific to any given language or content area nor are they intended to prescribe curriculum.

Proficiency Guideline, Targets, and Instructional Hours

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

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

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

<p>https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf</p>	 <p>The diagram is a pyramid divided into 11 horizontal sections, each representing a proficiency level. From top to bottom, the levels are: Distinguished (yellow), Superior (light green), Advanced High (green), Advanced Mid (light blue), Advanced Low (blue), Intermediate High (teal), Intermediate Mid (green), Intermediate Low (light green), Novice High (yellow-green), Novice Mid (yellow), and Novice Low (orange). The ACTFL logo is at the bottom.</p>
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Middle School and High School Level 1 and Level 2 Category Languages

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

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

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

Middle School and High School Visual Languages (ASL)

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

Adapted from Ohio Department of Education

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

The 2019 *Indiana Academic Standards for World Languages (East Asian, Classical-Modern, and ASL-Secondary)* are designed for middle school and high school students. Schools with middle school programs where students have studied a world language for multiple years may have the ability to offer Advanced Placement (AP) or International Baccalaureate (IB) as advanced courses in 11th or 12th grade. It should be noted that alignment and articulation with AP and IB are beyond the scope and purpose of this document. While there is undoubtedly some overlap in terms of the knowledge and communicative skills that students will develop in these courses, teachers interested in AP and IB should directly consult those programs to ensure that outcomes meet both the Indiana Academic Standards and those set forth in the AP and IB programs.

The Importance of Instruction in the Target Language

In order to provide students with as much connection to and practice with a new language,

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

World Languages and English as a Second Language

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

Heritage Language Learner Standards

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

Multilingual Certificate

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

Guide to Understanding Standards Coding

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

Example: Communication Standard – 1C.1I.NL.a	
1	<i>Communication is the Overarching Standard. The numeral “1” indicates that this is Communication or the first of ACTFL’s 5 Cs.</i>
1I	<i>“1I” signifies the Specialized Standard. “1I” refers to Interpersonal Communication. Within the Communication Standard, there is also the Interpersonal Specialized Standard, thus the need for the “1I.”</i>
N	<i>“N” is the Proficiency Benchmark. In this case it’s Novice. The “L” refers to the Performance Indicator. “NL” is Novice Low.</i>
a	<i>The “a” is the specific indicator.</i>

How to Use the Indiana Academic Standards for American Sign Language: Secondary Standards

The Indiana Academic Standards for American Sign Language (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.

Important Note:

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

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

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

Excerpted from the American Sign Language Teacher Association

Big "D", Little "d"

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

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

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

References

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

Resources

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

Asia Society Partnership for Global Learning and National Mapping Project
<http://asiasociety.org/education>
<http://mappingthenation.net/>

Gallaudet University
<https://www.gallaudet.edu>

Indiana Foreign Language Teachers Association (IFLTA)
<http://www.iflta.org>

National Council of State Supervisors of Foreign Languages (NCSSFL)
<http://ncssf.org>

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

U.S Department of State Foreign Service Institute_
<https://www.state.gov/m/fsi/sls/c78549.htm>

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

American Sign Language (ASL): Secondary

Communication (1C)

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

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

Communication - Interpersonal (1I)
<i>Proficiency Benchmark: Novice - I can communicate in conversations in ASL on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.</i>
Novice Low (NL)
<ul style="list-style-type: none"> ● 1C.1I.NL.a - I can distinguish handshapes by identifying similarities or differences between signs. ● 1C.1I.NL.b - I can select and use basic non-manual signals and /or facial expressions that correspond to emotions and feelings.
Novice Mid (NM)
<ul style="list-style-type: none"> ● 1C.1I.NM.a - I can apply spatial referencing skills and basic pronominal awareness. ● 1C.1I.NM.b - I can describe their daily needs, wants, and preferences.
Novice High (NH)
<ul style="list-style-type: none"> ● 1C.1I.NH.a - I can express simple two-to-three phrases in ASL about the home, classroom, and environment. ● 1C.1I.NH.b - I can give and follow simple instructions in ASL to complete a variety of classroom and cultural tasks. ● 1C.1I.NH.c - I can tell a peer an opinion about family, school, and recreation. ● 1C.1I.NH.d - I can discuss personal likes and dislikes on topics such as athletes, films, books, food, and holidays.
<i>Proficiency Benchmark: Intermediate - 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.</i>
Intermediate Low (IL)
<ul style="list-style-type: none"> ● 1C.1I.IL.a - I can recognize art and technology created by Deaf members within the Deaf community (i.e., pagers, alarm clocks, doorbells, smoke alarms), and share opinions. ● 1C.1I.IL.b - I can role-play a variety of situations and scenarios.

Intermediate Mid (IM)
<ul style="list-style-type: none"> • 1C.11.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.11.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.11.IM.c - I can visit ASL vlogs to identify contemporary issues in the Deaf community and discuss its importance and relevance with the members.
Intermediate High (IH)
<ul style="list-style-type: none"> • 1C.11.IH.a - I can communicate in a range of formal and informal scenarios using contextually appropriate linguistic and cultural behaviors. • 1C.11.IH.b - I can use ASL to obtain Deaf-related resources, products and services. • 1C.11.IH.c - I can share their personal reactions to selected ASL literature, such as poems, plays, and personal narratives.
<p>Proficiency Benchmark: Advanced - I can understand the main messages and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts in ASL.</p>
Advanced Low (AL)
<ul style="list-style-type: none"> • 1C.11.AL.a - I can discuss and develop possible responses to the pathological view of being Deaf. • 1C.11.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.
Advanced Mid (AM)
<ul style="list-style-type: none"> • 1C.11.AM.a - I will work with a local organizations to participate in an event for the deaf that is open to the public. • 1C.11.AM.b - I can discuss the key topics in Deaf culture. • 1C.11.AM.c - I can explain on the impact of audism and linguicism in the Deaf community.
Advanced High (AH)
<ul style="list-style-type: none"> • 1C.11.AH.a - I 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.11.AH.b - I can exchange and discuss their opinions and personal perspectives with ASL users on a variety of topics dealing with contemporary issues and historical topics. • 1C.11.AH.c - I can analyze, synthesize and present the concept of Deafhood based on the life experience and identity as Deaf individuals. • 1C.11.AH.d - I can discuss the possible ways Deaf people may appear in their professional careers, and brainstorm how ASL proficiency can be beneficial.

Communication (1C)

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

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

Communication - Interpretive (2I)
<i>Proficiency Benchmark: Novice - 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>
Novice Low (NL)
<ul style="list-style-type: none">• 1C.2I.NL.a - I can watch and retell age-appropriate television programs that feature ASL and characters who are Deaf.• 1C.2I.NL.b - I can develop and use visual and kinesthetic rhythm.• 1C.2I.NL.c - I can identify people and objects in their natural surroundings using ASL in live or electronic formats.• 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.
Novice Mid (NM)
<ul style="list-style-type: none">• 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.NM.b - I can explain the relationship between handshape and meaning in selections of ASL literature, including ABC, handshape, and number stories.
Novice High (NH)
<ul style="list-style-type: none">• 1C.2I.NH.a - I can interpret and retell brief recorded messages on familiar topics, such as family, school, and holiday celebrations.• 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.NH.c - I can follow directions given in ASL related to daily classroom activities.
<i>Proficiency Benchmark: Intermediate - I can interpret and understand the main idea and details on familiar topics from phrases and narratives signed in ASL.</i>
Intermediate Low (IL)
<ul style="list-style-type: none">• 1C.2I.IL.a - I can identify the main ideas or themes from live or recorded material on topics

<p>of personal interest.</p> <ul style="list-style-type: none"> • 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.IL.c - I can identify gestures, facial expressions, non-manual signals, and other visual cues. • 1C.2I.IL.d - I can identify and discuss the main ideas in age-appropriate ASL narratives and stories.
Intermediate Mid (IM)
<ul style="list-style-type: none"> • 1C.2I.IM.a - I can interpret and explain announcements, information, and messages related to daily activities and other school subjects. • 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.IM.c - I can identify the levels of register in live and recorded contexts and explain their significance.
Intermediate High (IH)
<ul style="list-style-type: none"> • 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.IH.b - I can analyze and discuss the main plot, subplot, characters, physical descriptions, and meaning in authentic literary materials.
<i>Proficiency Benchmark: Advanced - I can interpret the message and supporting details on a wide variety of familiar and general interest topics across a variety of ASL literature.</i>
Advanced Low (AL)
<ul style="list-style-type: none"> • 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.AL.b - I can discuss more complex meanings of unfamiliar vocabulary and grammatical structures through context.
Advanced Mid (AM)
<ul style="list-style-type: none"> • 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.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.
Advanced High (AH)
<ul style="list-style-type: none"> • 1C.2I.AH.a - I can analyze variety in sign styles in live and recorded materials and to understand their significance. • 1C.2I.AH.b - I can synthesize and present the principle elements of nonfiction topics

from recorded materials of current and historical importance to the members in the Deaf community.

- 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.AH.d - I can identify, analyze, and use advanced discourse styles and strategies that accompany heated, controversial, and sensitive topics.

Communication (1C)

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

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

Communication - Presentational (P)
<i>Proficiency Benchmark: Novice - 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>
Novice Low (NL)
<ul style="list-style-type: none"> • 1C.P.NL.a - I can restate and/or rephrase simple information from live or recorded materials presented in class. • 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.NL.c - I can restate and/or rephrase simple information from live or recorded materials presented in class.
Novice Mid (NM)
<ul style="list-style-type: none"> • 1C.P.NM.a - I can practice leaving recorded messages that include appropriate greetings, farewells, and age-appropriate content matter. • 1C.P.NM.b - I can prepare illustrated stories in ASL about activities or events in their environment and present them to the class.
Novice High (NH)
<ul style="list-style-type: none"> • 1C.P.NH.a - Students present skits, recite selected poems, tell anecdotes, and perform stories in ASL for school events. • 1C.P.NH.b - Students create simple, brief recorded messages about people, things, and school events.
<i>Proficiency Benchmark: Intermediate - I can communicate information, make presentations, and express my thoughts about familiar topics using phrases and narratives through ASL.</i>
Intermediate Low (IL)

<ul style="list-style-type: none"> • 1C.P.IL.a - I can use ASL to tell peers in or out of school about their own cultures or cultural products and practices. • 1C.P.IL.b - I can discuss familiar ASL stories, fairy tales, or poems. • 1C.P.IL.c - I can analyze and explain the meaning of selected classifiers.
Intermediate Mid (IM)
<ul style="list-style-type: none"> • 1C.P.IM.a - I can identify the parameters of ASL, including handshape, location, movement, palm orientation, and non-manual signals. • 1C.P.IM.b - I can analyze and compare the meaning of selected classifiers. • 1C.P.IM.c - I can present skits, recite selected poems, tell anecdotes, and perform stories in ASL for school events.
Intermediate High (IH)
<ul style="list-style-type: none"> • 1C.P.IH.a - I can create recorded messages on topics of personal interest, school routines, and community 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.IH.c - I can select and use signs are modified with inflections.
<i>Proficiency Benchmark: Advanced - I can deliver detailed and organized presentations on familiar as well as unfamiliar topics, in narratives using advanced storytelling techniques in ASL.</i>
Advanced Low (AL)
<ul style="list-style-type: none"> • 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.AL.b - I can prepare research-based reports in ASL on current cultural events relevant to the Deaf community. • 1C.P.AL.c - I can present results of a survey conducted on topics of personal interest or pertaining to the Deaf community.
Advanced Mid (AM)
<ul style="list-style-type: none"> • 1C.P.AM.a - I can create stories, skits, and plays and perform them for an audience. • 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 topics with other learners of ASL. • 1C.P.AM.c - I can select and analyze expressive Deaf culture products presented in various literary genres or the fine arts.
Advanced High (AH)
<ul style="list-style-type: none"> • 1C.P.AH.a - I can give presentations in ASL on research based investigations of current events from the perspectives of sub-groups within the Deaf community.

- 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.AH.c - I can present the latest research findings on topics related to ASL linguistics.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

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

Communication - Interacting with Cultures: Language and Behavior (IC)
<i>Proficiency Benchmark: Novice - I can interact at a survival level in some familiar everyday contexts.</i>
Novice Low (NL)
<ul style="list-style-type: none"> • 2C.IC.NL.a - I can observe and use age-appropriate ways of expressing greetings and farewells. • 2C.IC.NL.b - I can practice attention-getting strategies. • 2C.IC.NL.c - I can participate in age-appropriate cultural activities. • 2C.IC.NL.d - I can identify simple culturally based behavior patterns of Deaf people.
Novice Mid (NM)
<ul style="list-style-type: none"> • 2C.IC.NM.a - I can discuss common daily activities of Deaf people. • 2C.IC.NM.b - I can identify and explain social customs and practices of Deaf people. • 2C.IC.NM.c - I can use appropriate attention-getting techniques. • 2C.IC.NM.d - I can interact with Deaf people in age-appropriate cultural activities. • 2C.IC.NM.E - I can discuss various communication strategies used by Deaf people in their daily lives.
Novice High (NH)
<ul style="list-style-type: none"> • 2C.IC.NH.a - I can compare and contrast between informal and formal social customs and practices of Deaf people. • 2C.IC.NH.b - I can perform expected social behaviors when interacting with mixed groups of Deaf and Hearing individuals at Deaf events. • 2C.IC.NH.c - I can discuss my participation in activities enjoyed by young Deaf people, such as: games, sports, dance, drama, and celebrations.

<i>Proficiency Benchmark: Intermediate - I can interact at a functional level in familiar contexts.</i>
Intermediate Low (IL)
<ul style="list-style-type: none"> ● 2C.IC.IL.a - I can discuss various communication strategies used by Deaf people in their daily lives. ● 2C.IC.IL.b - I can investigate and discuss aspects of American Deaf culture that are handed down from generation to generation.
Intermediate Mid (IM)
<ul style="list-style-type: none"> ● 2C.IC.IM.a - I can discuss and participate in activities enjoyed by Deaf teenagers, such as sports, dance, games, and entertainment, and examine the social norms that underlie these activities. ● 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.
Intermediate High (IH)
<ul style="list-style-type: none"> ● 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.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.
<i>Proficiency Benchmark: Advanced - I can interact at a competent level in familiar and some unfamiliar contexts.</i>
Advanced Low
<ul style="list-style-type: none"> ● 2C.IC.AL.a - Students identify, analyze, and discuss patterns of behaviors and/or interaction in the context of Deaf culture.
Advanced Mid
<ul style="list-style-type: none"> ● 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.AM.b - I can discuss perceptions of various Deaf sub-groups related to their cultural and self identification, stages of acculturation, and their contributions to Deaf culture at large.
Advanced High
<ul style="list-style-type: none"> ● 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.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.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.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating Cultural Practices and Products to Perspectives (Investigate)**-

Learners provide an explanation of the relationship between the products and perspectives of American Deaf culture.

Cultural - Relating Cultural Practice and Products to Perspectives (Investigate) (CI)
<i>Proficiency Benchmark: Novice - In my own and other cultures, I can identify products and practices to help me understand perspectives in the Deaf culture and in the Deaf community.</i>
Novice Low (NL)
<ul style="list-style-type: none"> • 2C.CI.NL.a - I can view and retell children’s literature in ASL, videogames and television programs, and learn children’s games. • 2C.CI.NL.b - I can examine and restate elements of art works created by Deaf people including hands, handshapes, and eyes.
Novice Mid (NM)
<ul style="list-style-type: none"> • 2C.CI.NM.a - I can identify and explain tangible products used or created by Deaf people in the community. • 2C.CI.NM.b - I can recognize and explain fundamental themes of the Deaf culture.
Novice High (NH)
<ul style="list-style-type: none"> • 2C.CI.NH.a - I can identify and restate symbols that reflect the Deaf culture. • 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.NH.c - I can explain how the major themes of hands, eyes, and signs, appear in selected pieces created by Deaf artists.
<i>Proficiency Benchmark: Intermediate - In my own words 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>
Intermediate Low (IL)
<ul style="list-style-type: none"> • 2C.CI.IL.a - I can identify and explain different elements involved in tangible products of the Deaf culture. • 2C.CI.IL.b - I can recognize and explain themes, ideas, or perspectives of the Deaf people and recognize how they are reflected by the culture.
Intermediate Mid (IM)

- 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.IM.b - I can identify and explain 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.

Intermediate High (IH)

- 2C.CI.IH.a - I can identify, analyze, and discuss sub-groups in the Deaf community and their themes, ideas, and perspectives.
- 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.IH.c - Students interact in a culturally appropriate manner with Deaf people of various backgrounds in a variety of contexts.

Proficiency Benchmark: Advanced - *In my own words and other cultures, I can explain some diversity among products and practices and how it relates to perspectives in the Deaf culture and community.*

Advanced Low (AL)

- 2C.CI.AL.a - I can analyze and discuss 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.
- 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.

Advanced Mid (AM)

- 2C.CI.AM.a - I can discuss by comparing and contrasting the private and public life of Deaf people as they view and interpret authentic materials.
- 2C.CI.AM.b - I can identify and explain the “unwritten rules” of cultural behaviors of Deaf people.

Advanced High (AH)

- 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.AH.b - I can analyze, synthesize, and present themes of oppression 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.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 social, political, and cultural issues discussed at various Deaf-related forums, internet sites, chat rooms, vlogs, and blogs.

Connections (3C)

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

Specialized Standard - **Acquiring Information and Diverse Perspectives** - Learners reinforce and further their knowledge of other disciplines through American Sign Language.

Connections - Acquiring Information and Diverse Perspectives (IP)
<i>Proficiency Benchmark: Novice - I can access and evaluate basic information and perspectives that are available in Deaf culture.</i>
Novice Low (NL)
<ul style="list-style-type: none">• 3C.IP.NL.a - I can select and use American Sign Language vocabulary to refer to items and concepts learned in other subject areas.• 3C.IP.NL.b - I can select and use ASL numbers when making observations about people and things.• 3C.IP.NL.c - I can identify family members and family relationships.• 3C.IP.NL.d - I can identify and state community locations, personnel, and transportation.
Novice Mid (NM)
<ul style="list-style-type: none">• 3C.IP.NM.a - I can use spatial awareness to identify and outline shapes.• 3C.IP.NM.b - I can select and use common numbering systems used in science, mathematics, and other fields.
Novice High (NH)
<ul style="list-style-type: none">• 3C.IP.NH.a - I can discuss significant contributions of Deaf people to history, the arts, sciences, literature, and other fields.• 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.NH.c - I can look at a variety of sources (e.g., pictures, maps, and videos) related to topics in other subject areas and identify items in ASL.
<i>Proficiency Benchmark: Intermediate - I can access and evaluate more complex information and perspectives that are available through the ASL and its culture.</i>
Intermediate Low (IL)
<ul style="list-style-type: none">• 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.IL.b - I can present live or recorded reports in ASL on topics.• 3C.IP.IL.bc - I can expand my knowledge in other subject areas by conducting a research on topics of personal interests and give a presentation on it.

Intermediate Mid (IM)
<ul style="list-style-type: none"> • 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.IM.b - I can describe significant contributions of Deaf Americans to history, the arts, sciences, literature and other fields. • 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 the Deaf events related to world history, politics, and economics.
Intermediate High (IH)
<ul style="list-style-type: none"> • 3C.IP.IH.a - I can present reports in ASL on topics being studied in different subjects (history, math, science, and so forth). • 3C.IP.IH.b - I am able to include information from other school subjects with information available in ASL to complete activities in the ASL classroom.
<p>Proficiency Benchmark: Advanced - I can access and evaluate in-depth information and perspectives that are available through the ASL and its culture.</p>
Advanced Low (AL)
<ul style="list-style-type: none"> • 3C.IP.AL.a - I can discuss topics in ASL from other subjects, including concepts and issues in the humanities, sciences, and technology. • 3C.IP.AL.b - I can exchange, support, and discuss their opinions and personal perspectives in presentations or in class discussions on a variety of topics being studied in other courses.
Advanced Mid (AM)
<ul style="list-style-type: none"> • 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.AM.b - I can synthesize and evaluate information obtained in other disciplines to enhance my understanding of ASL and Deaf culture.
Advanced High (AH)
<ul style="list-style-type: none"> • 3C.IP.AH.a - I am able to either state or present drawing from the sources from other disciplines to discuss about a topic in class.

Connections (3C)

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

Specialized Standard - **Making Connections** - Learners acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

<h3>Connections - Making Connections (MC)</h3>

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

Novice Low (NL)

- 3C.MC.NL.a - I can watch and retell age-appropriate folktales, short stories, and poetry intended for young Deaf children that fosters a positive image of being Deaf.
- 3C.MC.NL.b - I can view and perform simple greetings and handshape rhymes in ASL.
- 3C.MC.NL.c - I can use the aesthetic value of rhythm, timing, and vibration.
- 3C.MC.NL.d - I can explain how lighting may be used for different purposes.
- 3C.MC.NL.e - I can discuss the value in using the hands and eyes.

Novice Mid (NM)

- 3C.MC.NL.a - I can view and discuss folktales and stories in ASL that reflect cultural practices and historical figures.
- 3C.MC.NL.b - I can discuss core cultural values, particularly that being Deaf is a positive trait.
- 3C.MC.NL.c - I can view and ask/answer questions about age and developmentally-appropriate short stories, poems, and content-related materials.
- 3C.MC.NL.ad - I can show and tell about Deaf-related pictures and souvenirs to enhance their exploration of other topics.

Novice High (NH)

- 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.NH.b - I can view and talk about ASL folk tales, short stories, and poems that have been developed for young people and passed down for generations.
- 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.
- 3C.MC.NH.d - I can use age-appropriate sources intended for native ASL users to prepare reports and presentations on topics of personal interest or those with which they have limited previous experience.

Proficiency Benchmark: Intermediate - I can access and evaluate more complex information and perspectives that are available through ASL and Deaf culture.

Intermediate Low (IL)

- 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.IL.b - I can recognize and am able to explain the viewpoint of each of the labels traditionally applied to the Deaf.

Intermediate Mid (IM)

<ul style="list-style-type: none"> • 3C.MC.IL.a - 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/or bias shown in the sources. • 3C.MC.IL.b - I can draw a variety of sources intended for native ASL users of their age to explain the concept of Deaf-Gain. • 3C.MC.IL.c - I can analyze and explain the context of major milestones in Deaf history, such as how those events have influenced, and continue to sustain the concept of Deaf pride.
Intermediate High (IH)
<ul style="list-style-type: none"> • 3C.MC.IH.a - I can analyze and compare the perspectives of the two dominant philosophies of educating the Deaf and its effects on the Deaf worldview. • 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.
<i>Proficiency Benchmark: Advanced - I can access and evaluate in-depth information and perspectives that are available through ASL and Deaf culture.</i>
Advanced Low (AL)
<ul style="list-style-type: none"> • 3C.MC.AL.a - I can analyze and tell about the value and role of collectivism in Deaf culture and contrast it with the predominant value of individualism in American society. • 3C.MC.AL.b - I can discuss the distinctive viewpoint of protecting, cherishing, and taking pride in ASL is a noted feature of Deaf culture.
Advanced Mid (AM)
<ul style="list-style-type: none"> • 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.
Advanced High (AH)
<ul style="list-style-type: none"> • 3C.MC.AH.a - I can interview Deaf people to gain insights about social and cultural issues. • 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.

Comparisons (4C)

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

Specialized Standard – **Cultural Comparisons** – Learners discuss the nature of culture through comparisons of American Deaf culture, American culture, and other signed languages (countries' cultures).

Comparisons - Cultural (CC)
<i>Proficiency Benchmark: Novice - I can identify basic differences and similarities between ASL, English,</i>

and other signed languages (from other countries).

Novice Low (NL)

- 4C.CC.NL.a - I can compare the alphabet and numbers in English and handshapes in ASL.
- 4C.CC.NL.b - I can develop an understanding of the existence of noun-related classifiers in ASL.
- 4C.CC.NL.c - I can use examples of personal and possessive pronouns in ASL.
- 4C.CC.NL.d - I can identify age- and developmentally-appropriate understanding of parameters including location and movement.

Novice Mid (NM)

- 4C.CC.NM.a - I can experiment with forming age-and developmentally-appropriate facial expressions and non-manual signals.
- 4C.CC.NM.b - I can explain an emerging awareness that word order in ASL and English are often different.

Novice High (NH)

- 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.NH.b - I can discuss differences and similarities between the inflections of their own language and the role of non-manual signals in ASL.

Proficiency Benchmark: Intermediate - I can provide universal details about differences and similarities between ASL, English, and other signed languages (from other countries).

Intermediate Low (IL)

- 4C.CC.IL.a - I can discuss ways to express respect and communicate status differences in ASL and English.
- 4C.CC.IL.b - I can recognize and correctly use the non-manual signals that are distinctive to ASL.

Intermediate Mid (IM)

- 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.IM.b - I can compare the temporal aspects of ASL and English.
- 4C.CC.IM.c - I can analyze different categories of depicting verbs and classifiers used in ASL.

Intermediate High (IH)

- 4C.CC.IH.a - I can recognize that lexicalized signs undergo changes in meaning and form in ASL.
- 4C.CC.IH.b - I can analyze and explain visual basis of ASL influences meaning, with the

<p>implication that many words, phrases, idioms, and figurative expressions do not translate directly from one language into another and vice versa.</p> <ul style="list-style-type: none"> ● 4C.CC.IH.c - I can analyze elements of ASL, such as time and tense formation, and compare them to linguistic elements in English.
<p>Proficiency Benchmark: Advanced - I can provide details about, and give specific examples of differences and similarities between ASL, English, and other signed languages (from other countries).</p>
<p>Advanced Low (AL)</p>
<ul style="list-style-type: none"> ● 4C.CC.AL.a - I can explain 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. ● 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.
<p>Advanced Mid (AM)</p>
<ul style="list-style-type: none"> ● 4C.CC.AM.a - I can explain structural differences between the English and ASL paragraph. ● 4C.CC.AM.b - I can analyze and present language change and the historical development of ASL and other languages. ● 4C.CC.AM.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.
<p>Advanced High (AH)</p>
<ul style="list-style-type: none"> ● 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.AH.b - I can compare how ASL poetry, folk tales, jokes, and short stories to reflect social issues and conflict.

Comparisons (4C)

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

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

<p>Comparisons - Language (LC)</p>
<p>Proficiency Benchmark: Novice - I can identify basic differences and similarities between American Deaf culture, American Culture, and other signed languages - countries' cultures.</p>

Novice Low (NL)
<ul style="list-style-type: none"> • 4C.LC.NL.a - I can compare simple patterns of behavior in Deaf culture and other cultures. • 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.NL.c - I can observe and compare toys and games mainly produced for Deaf children. • 4C.LC.NL.d - I can compare simple patterns of behavior and interaction in various cultural settings.
Novice Mid (NM)
<ul style="list-style-type: none"> • 4C.LC.NM.a - I can discuss that most languages use gestures, and that gestures and sign languages differ among cultures. • 4C.LC.NM.b - I can compare and contrast tangible products and practices of various cultures. • 4C.LC.NM.c - I can compare and contrast intangible products of different cultures.
Novice High (NH)
<ul style="list-style-type: none"> • 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.
<p>Proficiency Benchmark: Intermediate - I can explain and provide universal details about differences and similarities between American Deaf culture, American Culture, and other signed languages - countries' cultures.</p>
Intermediate Low (IL)
<ul style="list-style-type: none"> • 4C.LC.IL.a - I can identify the similarities and differences between traditional schools for the Deaf and their own, and compare their family life with other Deaf families. • 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.IL.c - I can discuss that I have a culture, by comparing sample daily activities in Deaf culture and their own.
Intermediate Mid (IM)
<ul style="list-style-type: none"> • 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.IM.a - I can examine the relationship between cultural perspectives and products by analyzing selected products from Deaf culture and their own.
Intermediate High (IH)
<ul style="list-style-type: none"> • 4C.LC.IH.a - I can develop an understanding of the use of rhythm and instrumentation used in Deaf performances.

<ul style="list-style-type: none"> • 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.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.
<p>Proficiency Benchmark: Advanced - I can explain, provide details about, and give specific examples of differences and similarities between American Deaf culture, American Culture, and other signed languages - countries' cultures.</p>
<p>Advanced Low (AL)</p>
<ul style="list-style-type: none"> • 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.AL.b - I can analyze and compare controversial issues in the Deaf community and in their own culture.
<p>Advanced Mid (AM)</p>
<ul style="list-style-type: none"> • 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.AM.b - I can compare the ways in which current events are covered in Deaf culture and in their own culture's press.
<p>Advanced High (AH)</p>
<ul style="list-style-type: none"> • 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.AH.b - I can investigate the unwritten rules present in society that impact perceptions of Deaf people and Deaf culture. • 4C.LC.AH.c - I can analyze and discuss the relationships between products and perspectives in Deaf culture and contrast these with their own.

Communities (5C)

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

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

<p>Communities - School and Global (SG)</p>
<p>Proficiency Benchmark: Novice - I can use ASL both within and beyond the classroom to interact and learn in the Deaf community.</p>
<p>Novice Low (NL)</p>
<ul style="list-style-type: none"> • 5C.SG.NL.a - I can learn ASL vocabulary for community locations and personnel.

<ul style="list-style-type: none"> • 5C.SG.NL.b - I can interact with Deaf guest speakers on a variety of topics.
Novice Mid (NM)
<ul style="list-style-type: none"> • 5C.SG.NM.a - I can perform a skit or short frozen text in ASL at a school or community event. • 5C.SG.NM.b - I can participate in conversations with native ASL users about everyday matters and daily experiences. • 5C.SG.NM.c - I can communicate simple messages in ASL to Deaf people in the community and abroad concerning everyday matters and daily experiences.
Novice High (NH)
<ul style="list-style-type: none"> • 5C.SG.NH.a - I can participate in special performances related to Deaf culture. • 5C.SG.NH.b - I can invite Deaf people from the community to participate in Deaf culture-related school events.
<i>Proficiency Benchmark: Intermediate</i> - I can use ASL language both within and beyond the classroom to interact and collaborate in the Deaf community.
Intermediate Low (IL)
<ul style="list-style-type: none"> • 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.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.
Intermediate Mid (IM)
<ul style="list-style-type: none"> • 5C.SG.IM.a - I can invite community members to participate in ASL or Deaf-related school events. • 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.IM.c - I can use ASL to interact with or help Deaf newcomers to the school and community.
Intermediate High (IH)
<ul style="list-style-type: none"> • 5C.SG.IH.a - I can participate in school-to-work projects or career-exploration activities in fields that require proficiency in ASL. • 5C.SG.IH.b - I can give a performance in ASL at a school or community event.
<i>Proficiency Benchmark: Advanced</i> - I can use ASL both within and beyond the classroom to interact, collaborate, and contribute in my community and the globalized world.

Advanced Low (AL)
<ul style="list-style-type: none"> • 5C.SG.AL.a - I can explore and explain careers that require proficiency in ASL and knowledge of Deaf culture. • 5C.SG.AL.b - I can communicate with Deaf members in the community regarding personal, vocational, professional interests or community and world concerns.
Advanced Mid (AM)
<ul style="list-style-type: none"> • 5C.SG.AM.a - I can research various student exchange programs and/or opportunities to use ASL around the world. • 5C.SG.AM.b - I can actively participate in Deaf community events.
Advanced High (AH)
<ul style="list-style-type: none"> • 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.

Communities (5C)

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

Specialized Standard – **Lifelong Learning** - Learners show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.

Communities - Lifelong Learning (LL)
<i>Proficiency Benchmark: Novice - I can use ASL both within and beyond the classroom to interact and learn in the Deaf community and in the globalized world.</i>
Novice Low (NL)
<ul style="list-style-type: none"> • 5C.LL.NL.a - I can play games or other social activities typically played by Deaf children who are deaf. • 5C.LL.NL.b - I can watch ASL videos or cartoons for enjoyment. • 5C.LL.NL.c - I can help prepare and sample foods featuring handshapes.
Novice Mid (NM)
<ul style="list-style-type: none"> • 5C.LL.NM.a - I can engage in art activities centered on Deaf culture. • 5C.LL.NM.b - I can develop awareness of rhythm, vibration, and lighting.
Novice High (NH)
<ul style="list-style-type: none"> • 5C.LL.NH.a - I can use various media in ASL for personal enjoyment. • 5C.LL.NH.b - I can participate in recreational activities that reflect the Deaf culture.

<ul style="list-style-type: none"> 5C.LL.NH.c - I can play drums, engage in sign play, and play games that reflect Deaf culture.
<p>Proficiency Benchmark: Intermediate - I can use ASL both within and beyond the classroom to interact and learn in the Deaf community and in the globalized world.</p>
<p>Intermediate Low (IL)</p>
<ul style="list-style-type: none"> 5C.LL.IL.a - I can study the significance of Martha's Vineyard in the Deaf history. 5C.LL.IL.b - I can attend a children's play, puppet show, or storytelling presented in ASL. 5C.LL.IL.c - I can view materials and/or use media in ASL for enjoyment or personal growth.
<p>Intermediate Mid (IM)</p>
<ul style="list-style-type: none"> 5C.LL.IM.a - I can exchange information about topics of personal interest with ASL users. 5C.LL.IM.b - I can establish and/or maintain interpersonal relationships with ASL users. 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.
<p>Intermediate High (IH)</p>
<ul style="list-style-type: none"> 5C.LL.IH.a - I can attend cultural events or social activities that reflect Deaf culture. 5C.LL.IH.b - I can act participate as a volunteer or mentor to a younger learner of ASL. 5C.LL.IH.c - I can plan real or imaginary travel, events, and forums.
<p>Proficiency Benchmark: Advanced - I can use ASL both within and beyond the classroom to interact, collaborate, and contribute in the Deaf community and the globalized world.</p>
<p>Advanced Low (AL)</p>
<ul style="list-style-type: none"> 5C.LL.AL.a - I can establish and/or maintain interpersonal relations with ASL users. 5C.LL.AL.b - I can view and analyze major works of ASL literature and culture.
<p>Advanced Mid (AM)</p>
<ul style="list-style-type: none"> 5C.LL.AM.a - I can continue to express and discuss their worldview through participating in Deaf cultural events and conferences at local postsecondary institutions. 5C.LL.AM.b - I can travel to places of leisure and education that are significant to Deaf community members.
<p>Advanced High (AH)</p>
<ul style="list-style-type: none"> 5C.LL.AH.a - I can maintain a collection of books related to Deaf culture on topics of personal interest.

- 5C.LL.AH.b - I can create web sites and ASL vlogs that continue dialogue and discussion about ASL and Deaf culture. (*vlog = video blog*)

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