

American Sign Language

K-8 Overview

The most striking difference between American Sign Language (ASL) and spoken language is found in the difference between sight and sound. The spoken English language uses speaking and listening, while ASL uses body, face and hands. Young children enjoy and excel in learning ASL because it uses such a physical format. Bilingualism of any language (whether signed or spoken) enriches and enhances cognitive processes to include higher abstract and creative thinking, better problem-solving, greater cognitive flexibility, better expressive and attending skills, and greater academic achievement. Studying ASL also promotes cultural awareness by introducing the Deaf culture which exists alongside their own.

The number of schools offering ASL as a world language has grown exponentially over the years. Elementary school world language programs vary greatly across the state in terms of frequency and intensity of instruction. American Sign Language could be taught in either FLEX (Foreign Language Exploratory) programs or FLES (Foreign Language in Elementary Schools) programs.

The proficiency targets describe to what degree students can attend with comprehension, sign understandably, and view and express ASL in the three modes of communication: interpersonal, interpretative, and presentational. These modes follow world language teaching standards.

American Sign Language

GRADES K-8

Novice Low Proficiency Range

Novice Low learners are entering their study of American Sign Language. Novice Low learners begin to communicate on very familiar topics using practiced words and phrases, and they start to investigate and reflect upon the Deaf culture.

Students can:

Communication

Interpersonal Mode

1. Exchange simple information in American Sign Language.
 - a. Communicate on some very familiar topics using single words or learned phrases.
 - b. Answer simple questions asked in ASL.
 - c. Greet peers and introduce selves.

Interpretive Mode

2. Demonstrate an understanding of live and recorded American Sign Language information presented on familiar topics.
 - a. Recognize key words and phrases in American Sign Language.
 - b. Identify people and objects in their environment.
 - c. Understand basic instructions given using ASL.
 - d. Apply simple spatial referencing skills using pronominal awareness.

Presentational Mode

3. Present information to an audience of viewers in American Sign Language.
 - a. Present information about selves with one word or simple learned phrases.
 - b. Memorize and perform a simple handshape or ABC story.
 - c. Create recordings of a topic using American Sign Language.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the Deaf culture.
 - a. Use appropriate attention getting techniques.
 - b. Participate in culturally-authentic simulations.
 - c. Identify poetry and rhymes from the Deaf culture.
 - d. Observe and imitate simple patterns of behavior of Deaf people.

Connections

5. Link American Sign Language and other subject areas to acquire information and develop diverse cultural perspectives.
 - a. Attend to and acquire vocabulary related to age-appropriate school content.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between American Sign Language and English.
 - a. Compare the alphabet and numbers in English and handshapes in ASL.
 - b. Recognize difference and similarities in syntax, verb tenses, and nouns in ASL and English.
 - c. Experiment with forming age- and developmentally-appropriate facial expressions and non-manual markers.
7. Investigate, analyze, and reflect on similarities and differences between the Deaf and hearing cultures.
 - a. Compare gestures used to greet family, friends and acquaintances.
 - b. Compare and contrast tangible products of the hearing and Deaf cultures.
 - c. Compare simple behavior patterns in the hearing and Deaf cultures.

Communities

8. Acquire the ability to interact in the Deaf community beyond the classroom and set goals for life-long learning.

Examples: Perform for school or community celebrations.
Identify places in the community where the American Sign Language is used.
Identify professions which require proficiency in American Sign Language.
Watch age appropriate recorded storytelling, poetry, VLOGs, or jokes from the target culture.

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Novice Mid Proficiency Range

Upon completion of the Novice Mid proficiency level, students communicate and present information with assistance on very familiar topics using a variety of practiced words, phrases, and expressions. Students also ask and answer simple questions on very familiar topics. Novice Mid learners expand their investigation and reflection of the Deaf culture to include practices, products, and landmarks.

Students can:

Communication

Interpersonal Mode

1. Exchange simple information using American Sign Language.
 - a. Communicate on very familiar topics using a variety of words and phrases.
 - b. Make simple statements in a conversation.
 - c. Ask simple questions.

Interpretive Mode

2. Demonstrate an understanding of simple American Sign Language presented through live and recorded resources on familiar topics.
 - a. Recognize everyday words and phrases on topics related to personal experiences.
 - b. Identify handshapes.
 - c. Categorize vocabulary in predictable topic areas.
 - d. Differentiate between statements and questions, including corresponding non-manual markers.

Presentational Mode

3. Present information to an audience of viewers in American Sign Language.
 - a. Present information about selves using a variety of words and phrases.
 - b. Create recordings in ASL about daily activities.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the Deaf culture.
 - a. Name practices observed in festivals, holidays or daily life.
 - b. Identify landmarks and symbols of the Deaf culture.
 - c. Identify similarities and differences between the Deaf and hearing cultures.
 - d. Describe tangible products from the Deaf culture.

Connections

5. Link American Sign Language and other subject areas to acquire information and develop diverse cultural perspectives.
 - a. Acquire and expand vocabulary related to age-appropriate school content.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between American Sign Language and English.
 - a. Use examples of personal and possessive pronouns in ASL.
 - b. Compare word order of English and American Sign Language.
 - c. Compare and discuss gestures used by hearing people that are also used in ASL.
7. Investigate, analyze, and reflect on similarities and differences between the Deaf and hearing cultures.
 - a. Compare and contrast intangible products (poems, rhymes, stories, jokes) of the hearing and Deaf cultures.
 - b. Analyze the daily routines and celebrations (holidays) of the hearing and Deaf cultures.

Communities

8. Acquire the ability to interact in the Deaf culture beyond the classroom and set goals for life-long learning.
Examples: Interact with speakers of American Sign Language in person or virtually.

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Novice High Proficiency Range

Upon completion of the Novice High proficiency level, students communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Students engage in short social interactions in everyday situations by asking and answering simple questions. Students present basic information on familiar topics using language they have practiced. Their study of culture extends to making observations and drawing conclusions about the Deaf culture.

Students can:

Communication

Interpersonal Mode

1. Exchange simple information in American Sign Language.
 - a. Communicate and exchange information on familiar topics using simple sentences.
 - b. Engage in short social interactions with peers.
 - c. Exchange some personal information with peers.
 - d. Express simple descriptions and short messages on familiar topics.

Interpretive Mode

2. Demonstrate an understanding of live and recorded American Sign Language information presented on familiar topics.
 - a. Report on content of a brief message on familiar topics viewed in ASL.
 - b. Identify the main idea in a viewed message.
 - c. Identify the main characters of a story viewed in ASL.
 - d. Recall details in simple ASL productions that contain familiar vocabulary.

Presentational Mode

3. Present information to an audience of viewers in American Sign Language.
 - a. Present basic information of familiar topics using simple sentences.
 - b. Express information about daily life in a video or VLOG.
 - c. Express basic information about learned material.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the Deaf culture.
 - a. Use appropriate gestures and etiquette from the Deaf culture.
 - b. Observe and analyze patterns of behavior typical of the Deaf culture.
 - c. Draw conclusions about Deaf culture values based on authentic materials.

Connections

5. Link American Sign Language and other subject areas to acquire information and develop diverse cultural perspectives.
 - a. Acquire and expand vocabulary related to age-appropriate school content.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between American Sign Language and English.
 - a. Compare similarities and differences in writing systems of ASL and English language.
 - b. Recognize idiomatic expressions in American Sign Language and English.
 - c. Compare and contrast patterns intonation and register in ASL and English.
 - d. Compare and contrast patterns of communication such as style, syntax, and audience in ASL and English.
7. Investigate, analyze, and reflect on similarities and differences between Deaf and hearing cultures.
 - a. Hypothesize about relationships between cultural practices and cultural perspectives.
 - b. Identify Deaf culture patterns of behavior in a variety of settings.
 - c. Speculate as to why certain products originate in the Deaf culture.

Communities

8. Acquire the ability to interact in the Deaf community beyond the classroom and set goals for life-long learning.

Examples: Attend or use media to view events that highlight the Deaf community and ASL.

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Intermediate Low Proficiency Range

Upon completion of the Intermediate Low proficiency level, students participate in conversations on a number of familiar topics using simple sentences. Students engage in short social interactions in everyday situations by asking and answering simple questions. Students also present information on most familiar topics using a series of simple sentences demonstrating expressive and receptive competency. Students conduct research and participate in the Deaf culture.

Students can:

Communication

Interpersonal Mode

1. Exchange simple information in American Sign Language.
 - a. Converse on familiar topics connecting basic sentences to provide information on familiar topics.
 - b. Ask and answer questions on factual information familiar to the student.
 - c. Retell information with details about what is viewed.
 - d. Create and express a series of sentences on familiar topics.

Interpretive Mode

2. Demonstrate an understanding of live and recorded American Sign Language information presented on familiar topics.
 - a. React to signed news clips, articles, or VLOGs on current issues.
 - b. Describe main themes with significant details on topics of current interest.
 - c. Find basic information in a recorded announcement, video article, or other VLOG.

Presentational Mode

3. Present information to an audience of viewers in American Sign Language.
 - a. Present information on familiar topics using a variety of simple sentences.
 - b. Present stories, jokes, or dramatic readings.
 - c. Present about topics of interests.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the Deaf culture.
 - a. Engage in conversation demonstrating culturally respectful behavior.
 - b. Identify and research an area of interest in the Deaf culture.
 - c. Participate in age-appropriate cultural practices such as voice off activities or TV viewing with closed caption only.

Connections

5. Link American Sign Language and other subject areas to acquire information and diverse cultural perspectives.
 - a. Acquire, expand and apply vocabulary related to age-appropriate school content using simple sentence structures.
 - b. Use materials intended for same-age Deaf peers.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between American Sign Language and English.
 - a. Identify words in the target language that have no translation in English.
 - b. Hypothesize about the similarities of language based on awareness of iconicity and handshapes.
 - c. Analyze idiomatic expressions in the target language.
7. Students investigate, analyze, and reflect on similarities and differences between Deaf and hearing cultures.
 - a. Demonstrate an ability to recognize and correctly use non-manual markers that are distinctive to ASL.
 - b. Analyze the role of family in hearing and Deaf cultures.
 - c. Critique the role of social networking in the Deaf culture.

Communities

8. Acquire the ability to interact in the Deaf culture beyond the classroom and set goals for life-long learning.

Examples: Travel (real or virtual) to an event in the Deaf community.
Prepare a group performance for a school or community celebration.
Participate in club activities that benefit the Deaf community.

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Intermediate Mid Proficiency Range

Upon completion of the Intermediate Mid proficiency level, students participate in conversations on familiar topics using sentences and series of sentences. They handle short social interactions in everyday situations by asking and answering a variety of questions. Using connected sentences, students say what they want to say about themselves and their everyday lives; receptively comprehend on a wide variety of familiar subjects; and present on a wide variety of familiar topics. Students role-play and consider the audience when speaking. They also analyze their knowledge of Deaf and hearing culture.

Students can:

Communication

Interpersonal Mode

1. Exchange simple information in American Sign Language.
 - a. Use language to handle tasks related to personal needs.
 - b. Exchange information about daily activities and personal preferences.
 - c. Support personal opinions with some details.
 - d. Exchange information about a topic of special interest to the student.

Interpretive Mode

2. Demonstrate an understanding of live and recorded American Sign Language information presented on familiar topics.
 - a. Interpret/retell stories or events in one's own words.
 - b. Identify principal characters and explain main ideas and themes in selected recordings or videos.
 - c. Determine the main idea of a presentation or recording with unfamiliar vocabulary.

Presentational Mode

3. Present information to an audience of viewers in American Sign Language.
 - a. Present information on familiar topics using connected sentences.
 - b. Create and present short reports about learned or researched topics.
 - c. Make a presentation about personal and social experiences.

Cultures

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the Deaf culture.
 - a. Role play culturally appropriate interactions in a variety of daily activities.
 - b. Use culturally appropriate eye-gaze and non-manual markers among peers or mixed groups.
 - c. Explore, analyze, and present the how and why of common cultural practices and perspectives.

Connections

5. Link American Sign Language and other subject areas to acquire information and develop diverse cultural perspectives.
 - a. Acquire, expand, and apply vocabulary related to age-appropriate school content using ASL specific sentence structures.
 - b. Use materials intended for same-age speakers of American Sign Language.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between American Sign Language and English.
 - a. Compare how different time frames are expressed in ASL.
 - b. Identify and compare language appropriate to specific social groups.
7. Investigate, analyze, and reflect on similarities and differences between Deaf and hearing cultures.
 - a. Compare and contrast the preparation for and choice of careers of Deaf adults.
 - b. Identify and analyze the tangible and intangible products of the Deaf culture.

Communities

8. Acquire the ability to interact in the Deaf culture beyond the classroom and set goals for life-long learning.

Examples: Interpret materials or use media from the Deaf culture for enjoyment.
Create and record short stories to present to others.
Simulate interactions that may take place in a community setting.

American Sign Language

Grades K–8

Intermediate High Proficiency Range

Upon completion of the Intermediate High proficiency level, students participate with ease and confidence in conversations on familiar topics. Students talk about events and experiences in various time frames. They describe people, places, and things and handle social interactions in everyday situations, sometimes even when there is an unexpected complication. Students make presentations in a generally organized way on school, work, and community topics, and on topics they have researched. They also make presentations and construct simple paragraphs about events and experiences in various time frames. Students adapt language and gestures to a specific audience and use research to correlate perspectives with practices and products.

Students can:

Communication

Interpersonal Mode

1. Exchange simple information in American Sign Language.
 - a. Use ASL to share events and experiences in various time frames.
 - b. Synthesize learned material to produce unrehearsed conversations.
 - c. Use ASL to complete tasks requiring multiple steps.
 - d. Narrate a simple story.
 - e. State a viewpoint on an issue and support opinions.

Interpretive Mode

2. Demonstrate an understanding of live and recorded American Sign Language information presented on familiar topics.
 - a. Restate information from short recordings.
 - b. Relate main ideas and significant details on unfamiliar topics.
 - c. Use knowledge acquired in other settings to comprehend concepts in ASL.

Presentational Mode

3. Present information to an audience of viewers in American Sign Language.
 - a. Present information in an organized manner on a variety of topics in various time frames.
 - b. Express ideas about community topics, entertainment or social events.
 - c. Present a viewpoint and support opinions.

Cultures

4. Investigate, explain and reflect on the relationship among the products, practices and perspectives of the Deaf culture.
 - a. Connect perspectives to associated products and practices.
 - b. Adapt language and behavior to the culture of the audience.
 - c. Analyze connections between products, practices, and perspectives based on research on a topic of interest.

Connections

5. Link American Sign Language and other subject areas to acquire information and diverse cultural perspectives.
 - a. Acquire, expand and apply vocabulary related to age-appropriate school content.
 - b. Use materials intended for same-age Deaf peers.

Comparisons

6. Investigate, analyze, and reflect on similarities and differences between American Sign Language and English.
 - a. Compare syntax functions.
 - b. Hypothesize about the origins of idioms.
7. Investigate, analyze, and reflect on similarities and differences between the Deaf and hearing cultures.
 - a. Recognize the interests and practices they have in common with Deaf peers and peers in various other cultures.
 - b. Investigate products, practices, or perspectives of the Deaf culture through research.
 - c. Critique social, economic, and political institutions of the Deaf culture.

Communities

8. Acquire the ability to interact in the Deaf culture beyond the classroom and set goals for life-long learning.

Examples: Seek out authentic materials in the Deaf culture related to student interest.

Use ASL to communicate with peers and other members of the Deaf community about daily life, experiences, and special events.

Invite community members to participate in ASL or Deaf related school events.

American Sign Language

Grades 7-12

Overview

The differences between studying American Sign Language and spoken languages can be profound for students and can go beyond the obvious differences between a signed versus a spoken language. ASL learners must communicate spatially rather than arranging words sequentially into sentences. Language features such as the uses of space, eye gaze, classifiers, and inflected verbs will likely be foreign to most students. ASL grammar is conveyed through specific markers produced on the face and eyebrows, by tilting the head and by using mouth morphemes. Because ASL uses the hands, face, and body to express ideas, students will be challenged to change from the linear nature of spoken language to the simultaneous expression of complex units of meaning.

Combined with effective classroom instruction, these standards enable students at various proficiency levels to perform appropriate language and culture-specific tasks. Students in Level I use ASL in basic expressive form and acquire a basic understanding of Deaf culture. Level II students interpret viewed ASL on new and familiar topics, identify practices and traditions in Deaf culture, and make comparisons between their language and American Sign Language.

Completion of Levels I and II fulfills the world language requirement for the Alabama High School Diploma with Advanced Academic Endorsement. Students have the option to continue target language studies at advanced levels or begin the study of an additional language. Language learning can occur in a traditional, formal environment as well as alternate settings. For example, technology can provide face-to-face interaction when speakers of American Sign Language are available. Communities and schools where American Sign Language is common can be used as a language acquisition piece as well.

American Sign Language is divided into Levels I-IV. It is comprised of content standards organized around the five goal areas of world language education- Communication, Cultures, Connections, Comparisons, and Communities. The standards within the five goal areas indicate the level of proficiency at which learners can perform. These standards describe the minimum required content for the four levels of American Sign Language.

While this document is intended for world language students, these standards with modifications can be used to develop a beneficial curriculum for heritage American Sign Language users. The documents *Standards for Learning American Sign Language: A Project of the American Sign Language Teachers Association* along with *World-Readiness Standards for Learning Languages*, developed by the American Council on the Teaching of Foreign Languages are the foundation for these standards.

American Sign Language

Grades 7 – 12

Level I

Level I American Sign Language content standards provide students the opportunity to begin the study of ASL while introducing them to the study of Deaf culture. Basic vocabulary, grammar, and culture are included in the course. Acquisition of Level I knowledge and skills helps students understand their own language and culture, develop insight into cultures other than their own, and participate more fully in the global community. Upon completion of Level I, a student's proficiency level may range from Novice Mid to Novice High.

Students can:

Communication

Interpersonal Mode

1. Communicate and share using American Sign Language on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.
 - a. Greet and leave people in a polite way.
 - b. Exchange basic information about self and others.
 - c. Ask for and provide information.
 - d. Exchange basic information about their everyday lives.

Interpretive Mode

2. Comprehend and interpret what is viewed in live and recorded ASL on familiar topics using the present tense.
 - a. Identify main characters, themes, and ideas from narratives.
 - b. Recognize words, phrases and simple sentences in a live or recorded text.
 - c. Interpret non-manual cues.

Presentational Mode

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.
 - a. Present basic information.
 - b. Give simple instructions.
 - c. Tell about familiar objects, experiences, and daily routines.
 - d. Recite short memorized phrases, poems, and/or anecdotes.

Culture

4. Identify practices of the Deaf culture.
 - a. Use basic appropriate gestures, such as greetings and farewells, in common interactions.
 - b. Identify Deaf culture behaviors in a variety of environments.
 - c. Identify typical activities, events, and celebrations of the Deaf culture.
5. Identify products of the Deaf.
 - a. Identify tangible products of the Deaf culture.
 - b. Recognize arts and graphic representations of the Deaf culture.

Connections

6. Connect with other disciplines while using American Sign Language.
 - a. Students talk about topics from other school subjects using ASL.
 - b. Locate cities, states and countries where ASL is used.
7. Locate information related to diverse perspectives in the Deaf culture.
 - a. Exchange ideas on various documents to interpret topics important to the Deaf culture.
 - b. Explore authentic websites and materials to interpret Deaf culture related topics.

Comparisons

8. Identify characteristics of the Deaf and hearing cultures.
 - a. Observe formal and informal forms of language.
 - b. Identify common ASL word order.
 - c. Understand the existence of noun-related classifiers in ASL.
9. Identify products, practices and perspectives of the target culture and their own.
 - a. Identify patterns of behavior in Deaf and hearing culture.
 - b. Identify celebrations in the Deaf and hearing culture.
 - c. Identify games, toys, and media produced for Deaf children.

Communities

10. Communicate using American Sign Language within the classroom and community.
Examples: Communicate with Deaf guest speakers in person or virtually.
Identify professions that utilize American Sign Language.
11. Identify opportunities to use American Sign Language beyond the classroom environment.
Examples: Plan real or imaginary travel to a Deaf community event.
Explore the internet to find sites of personal interest where ASL is utilized.
Attend or view Deaf friendly events in person or virtually.

American Sign Language

Grades 7 – 12

Level II

Level II American Sign Language content standards build upon knowledge and skills acquired in the Level I course. Content standards allow students to focus on gaining facility in handling more advanced elements of communication, broadening insights into the American Deaf culture as well as their own, and enhancing the connections they make with other disciplines, the community, and the world. Upon completion of Level II, a student's proficiency level may range from Novice High to Intermediate Low.

Students can:

Communication

Interpersonal Mode

1. Communicate and share using American Sign Language on familiar topics with a variety of words, phrases, and simple sentences in the past time frame.
 - a. Use ASL to meet basic survival needs.
 - b. Participate in expressive and receptive conversations on familiar topics using a variety of phrases and simple sentences.
 - c. Ask and answer questions on factual information.
 - d. Talk about their daily activities and personal preferences.
 - e. Describe in the past time frame.

Interpretive Mode

2. Comprehend and interpret live or recorded American Sign Language on familiar topics using the past tense.
 - a. Restate information from viewed ASL presentations.
 - b. Locate key information from live or recorded announcements and messages connected to daily activities in ASL.

Presentational Mode

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in American Sign Language using past or present time frame.
 - a. Present basic information about people and activities.
 - b. Recite brief memorized anecdotes using target vocabulary and grammar.

Culture

4. Identify perspectives through practices of the Deaf culture.
 - a. Use appropriate gestures, such as attention getting techniques and eye gaze, in common interactions.
 - b. Demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives.
 - c. Describe perspectives related to celebrations in the Deaf community.

5. Identify perspectives through products of the Deaf culture.
 - a. Identify and observe tangible products of the Deaf culture.
 - b. Describe arts, crafts, or graphic representations of the Deaf culture.
 - c. Recognize fundamental themes of Deaf culture.

Connections

6. Use American Sign Language to connect with other disciplines.
 - a. Use ASL vocabulary to refer to concepts from other subject areas.
 - b. Identify family members, relationships, and community information.
7. Describe information related to distinct perspectives that are only in ASL and Deaf culture.
 - a. Watch age-appropriate short stories, folktales, and jokes that foster positive images of being Deaf.
 - b. View folktales and stories in ASL that reflect cultural practices and historical figures.

Comparisons

8. Compare characteristics of American Sign Language and their own language.
 - a. Demonstrate an understanding of parameters including location, movement, and non-manual markers.
 - b. Experiment with forming appropriate use of non-manual markers.
 - c. Use examples of personal and possessive pronouns in ASL.
9. Compare products, practices and perspectives of the target culture and their own.
 - a. Demonstrate awareness between mouth/ear and hand/eye communication and how different people communicate in different ways.
 - b. Observe and compare games and toys produced mainly for Deaf children.

Communities

10. Interact using American Sign Language within the classroom and globally.
Examples: Interact with speakers of American Sign Language in person or virtually.
11. Describe opportunities to use American Sign Language beyond the classroom environment.
Examples: Participate in recreational activities that reflect Deaf culture.
Participate in art activities centered on Deaf culture.

American Sign Language

Grades 9 – 12

Level III

Level III American Sign Language content standards focus on continuing the development of communicative competence in ASL and on building a deeper understanding of the Deaf culture. Students are able to use basic ASL structures with an increased level of accuracy and recombine learned material to express their thoughts. They study more complex features of American Sign Language, progressing from concrete to abstract concepts. Upon completion of Level III, a student's proficiency level may range from Intermediate Low to Intermediate Mid.

Students can:

Communication

Interpersonal Mode

1. Exchange information on familiar topics with a variety of words, phrases, and simple sentences in a variety of time frames.
 - a. Exchange basic information about self, others, and special interests.
 - b. Ask for and provide information on familiar topics.
 - c. Use ASL to handle tasks related to personal needs.

Interpretive Mode

2. Interpret what is read or viewed on familiar topics in a variety of time frames.
 - a. Describe main ideas, identify characters, and state details found in a variety of viewed informational texts.
 - b. Interpret gestures, facial expressions, non-manual markers and other visual cues.

Presentational Mode

3. Present information on familiar topics to an audience of viewers in American Sign Language.
 - a. Analyze and explain the meaning of selected classifiers.
 - b. Create simple, brief recorded messages about familiar topics.
 - c. Present selected poems, anecdotes and ASL stories.

Culture

4. Investigate perspectives through practices of the Deaf culture.
 - a. Discuss and participate in activities enjoyed by Deaf teenagers such as athletics, dance, entertainment and the social norms that accompany these activities.
 - b. Understand appropriate social behaviors when interacting with mixed groups of Deaf and hearing individuals.
 - c. Participate in hands-on activities related to cultural practices in the Deaf culture.
5. Investigate perspectives through products of the target cultures.
 - a. Examine how the major themes of eyes, hands, and signs appear in Deaf art.
 - b. Recognize the contributions of Deaf scholars in areas such as math, medicine, and science.
 - c. Study and produce simple products of Deaf culture such as poetry and art.

Connections

6. Connect with other disciplines while using American Sign Language in a variety of time frames.
 - a. Expand knowledge of common numbering systems used in science, mathematics and other fields.
 - b. Talk about topics from other school subjects using ASL.
 - c. Describe the importance of influential figures from the Deaf culture, past and present.
7. Acquire information related to diverse perspectives in the Deaf culture.
 - a. Compare how current events are reported in Deaf and hearing cultures.
 - b. Gain understanding of major events in Deaf history, both American and world-wide, that have had profound influence on Deaf culture.

Comparisons

8. Compare characteristics of the American Sign Language and their own in a variety of time frames.
 - a. Compare idiomatic expressions of ASL and their own.
 - b. Compare formal and informal registers of language.
 - c. Compare the use of different time frames in ASL and Deaf culture.
9. Compare products, practices, and perspectives of Deaf and hearing cultures.
 - a. Compare selected activities and events of the Deaf and hearing cultures.
 - b. Compare selected cultural practices in the Deaf and hearing cultures.

Communities

10. Interact using American Sign Language within the classroom and globally in a variety of time frames.

Examples: Exchange information with speakers of American Sign Language in person or virtually.
Identify skills necessary to enter possible career options utilizing ASL fluency.
Simulate interactions that would occur in the Deaf culture.
11. Explore the internet to find authentic websites on current events related to Deaf culture.

Examples: Investigate authentic materials to learn more about topics studied in class.
Explore the internet to find authentic websites on current events.
Plan school events which promote the Deaf culture and awareness of the Deaf culture.

American Sign Language

Grades 9 – 12

Level IV

Level IV American Sign Language content standards require students to master complex features of the language and to comprehend more abstract concepts. Students are introduced to a wide variety of viewed texts that employ a greater variety of language as well as cultural references and figures of speech. They are able to understand materials presented on a variety of topics related to contemporary events and issues in the Deaf culture. Upon completion of Level IV, a student's proficiency level may range from Intermediate Mid to Intermediate High.

Students can:

Communication

Interpersonal Mode

1. Communicate and share on familiar and new topics in various time frames and moods.
 - a. Initiate, maintain, and conclude a conversation on various topics.
 - b. Use ASL to communicate about subjects of particular interest to students.
 - c. Use ASL to communicate with Deaf peers from the local community/school to identify similarities and differences.

Interpretive Mode

2. Interpret, restate, and react to what is viewed on familiar and new topics.
 - a. Give details from announcements and messages that are directly related to daily activities and school related topics.
 - b. Interpret gestures, non-manual markers, selected classifiers, and other visual cues.
 - c. Demonstrate an understanding of cultural nuances of meaning in expressive products of Deaf culture, such as ASL literature, humor, De'VIA and other visual arts.

Presentational Mode

3. Present information to an audience of viewers on familiar and new topics in various time frames and moods using varied vocabulary and more complex sentence structure.
 - a. Research and present reports in ASL on current events and Deaf culture relevant topics.
 - b. Present information on academic and work-related topics.
 - c. Demonstrate understanding of how signs are modified with inflection.

Culture

4. Explain perspectives through practices of the Deaf culture.
 - a. Explain how behaviors in the Deaf culture relate to and reflect different types of relationships.
 - b. Interact through role-play in a variety of familiar and unfamiliar environments.
 - c. Participate in activities enjoyed by Deaf peers and examine the social norms associated with these activities.
5. Explain perspectives through products of the Deaf culture.
 - a. Analyze the importance of tangible products of the Deaf culture including technology.
 - b. Analyze arts, crafts, or graphic representations of the Deaf culture.
 - c. Watch ASL films or vlogs that are currently relevant with Deaf peers.

Connections

6. Connect with other disciplines while using American Sign Language in a variety of time frames and moods.
 - a. Demonstrate understanding of how to apply ASL numbers in various contexts.
 - b. Share views using ASL on topics across disciplines in a variety of time frames and moods.
 - c. Explain the importance of influential figures from the Deaf culture, past and present.
7. Acquire information related to Deaf culture perspectives in a variety of time frames and moods.
 - a. Explain how current events are reported in Deaf culture.
 - b. Compare and contrast advertisements from Deaf culture and local media.
 - c. Gain understanding of major events in Deaf history and the impact on Deaf culture.

Comparisons

8. Compare characteristics of the target language and their own language in a variety of time frames and moods.
 - a. Demonstrate the ability to recognize and correctly use classifiers and non-manual markers in ASL.
 - b. Compare temporal aspects of ASL and English.
 - c. Recognize differences and similarities in syntax, verb formation, nouns and pronouns in ASL and English.
9. Compare products, practices, and perspectives of the target culture and their own in a variety of time frames and moods.
 - a. Compare and contrast personal experiences of the Deaf and hearing culture.
 - b. Demonstrate awareness of their own culture by comparing it to daily activities in the Deaf culture.
 - c. Compare selected products in the Deaf and hearing cultures.

Communities

10. Interact using American Sign Language within the classroom and globally in a variety of time frames and moods.

Examples: Exchange information with speakers of ASL in person or virtually in a variety of time frames and moods.
Simulate interactions and personal experiences that would occur in the Deaf culture.
11. Explore opportunities to use American Sign Language beyond the classroom environment in a variety of time frames and moods.

Examples: Establish interpersonal relationships with ASL users.
Explore the internet to find authentic websites of current events and Deaf culture interests.
Attend cultural events or social activities that reflect Deaf culture.