

Grades 9-12: American Sign Language

Adopted 2023

American Sign Language (ASL)

American Sign Language I (64.031)

- IP1.** Students exchange simple information in the target language, utilizing cultural references where appropriate. [ASL1.IP1](#)
 - IP1A.** Produce gestures, handshapes, movements, facial expressions and pantomime. (e.g., marked and unmarked handshapes, emotions). [ASL1.IP1A](#)
 - IP1B.** Produce and recognize appropriate attention-getting behaviors (eg., hand wave, shoulder tap). [ASL1.IP1B](#)
 - IP1C.** Sign basic greetings, introductions, farewells and expressions of courtesy (e.g., eye gaze, turn taking, please and thank you). [ASL1.IP1C](#)
 - IP1D.** Express like/dislike and agreement /disagreement (e.g., yes, no, maybe, negation, want/don't want). [ASL1.IP1D](#)
 - IP1E.** Make simple requests (e.g., basic directional verbs, stand/sit, don't mind). [ASL1.IP1E](#)
 - IP1F.** Ask for clarification (e.g., "what," again, understand). [ASL1.IP1F](#)
 - IP1G.** Give simple descriptions (e.g., introduction to size and shape specifiers, classifiers, adjectives). [ASL1.IP1G](#)
 - IP1H.** Follow and give simple directions (e.g., use of space, far/near, left/right). [ASL1.IP1H](#)
 - IP1I.** Ask questions and provide responses based suggested topics (e.g., yes/no and wh- questions). [ASL1.IP1I](#)
 - IP1J.** Use sequenced information meaningfully (e.g., telling time, days of the week, months, seasons, expressive fingerspelling, numbers 0 -100). [ASL1.IP1J](#)
- IP2.** Students demonstrate skills necessary to sustain exchanges in the target language. [ASL1.IP2](#)
 - IP2A.** Initiate, participate in, and close a brief exchange (e.g., turn taking and dialogue). [ASL1.IP2A](#)
 - IP2B.** Demonstrates SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency. [ASL1.IP2B](#)

- INT1.** Students demonstrate an understanding of the target language through a variety of media and based on topics such as self, family, school, etc. **ASL1.INT1**
 - INT1A.** Identify main ideas and some details, while viewing an ASL signed narrative. **ASL1.INT1A**
 - INT1B.** Comprehend simple culturally authentic ASL genres (e.g., ABC and number stories and poetry). **ASL1.INT1B**
 - INT1C.** Understand simple instructions, such as classroom procedures. **ASL1.INT1C**
 - INT1D.** Demonstrate SLPI Novice+ to Survival and ASLPI Level 1 to 2 proficiency receptive skills. **ASL1.INT1D**
- INT2.** Students will comprehend signed and non-manual markers to understand simple messages in the target language. **ASL1.INT2**
 - INT2A.** Differentiate among statements, questions, and commands (e.g., yes/no, WH, rhetorical questions, commands). **ASL1.INT2A**
 - INT2B.** Recognize basic non-manual markers (e.g., facial grammar, mouth phonemes/morphemes). **ASL1.INT2B**
- P1.** Students present information that contains a variety of vocabulary, phrases, and patterns. **ASL1.P1**
 - P1A.** Present informational narratives (e.g., calendar, sports, weather). **ASL1.P1A**
 - P1B.** Present personal narratives (e.g., family tree, house description). **ASL1.P1B**
 - P1C.** Demonstrate SLPI Novice + to Survival and ASLPI Level I to 1.5 proficiency expressive skills. **ASL1.P1C**
- P2.** Students present brief, rehearsed material in the target language, such as dialogues, skits, and poetry. **ASL1.P2**
 - P2A.** Demonstrate SLPI Novice + to Survival and ASLPI Level I to I.5 proficiency skills in presenting rehearsed material (e.g., ABC/number stories, skits, assigned topics). **ASL1.P2A**
 - P2B.** Demonstrate comprehension of rehearsed material. (videotape as well as live performance) **ASL1.P2B**
- CU1.** Students develop an awareness of perspectives, practices, and products of the cultures where the target language is used. **ASL1.CU1**
 - CU1A.** Demonstrate knowledge of contributions target culture to civilization (e.g., technology; art; theater and plays; sign language/deaf literature, media, games and jewelry). **ASL1.CU1A**
 - CU1B.** Identify commonly held viewpoints of the culture (e.g., cultural vs. medical views of deafness, D/d deaf, residential vs. inclusive models of education). **ASL1.CU1B**
 - CU1C.** Describe customs and traditions of the culture, such as greetings, celebrations, and courtesies (e.g., name signs, homecoming, deaf/hearing/hard of hearing, deaf only organizations). **ASL1.CU1C**

- CCC1.** Students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. [ASL1.CCC1](#)
- CCC1A.** Demonstrate knowledge of the evolution and spread of American Sign Language (e.g., travels of T.H. Gallaudet; location of residential schools; Martha's Vineyard; Gallaudet University/NTID/CSUN; regional signs). [ASL1.CCC1A](#)
- CCC1B.** Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g., practice math fact drills; English/ASL grammar; famous deaf people; receptive fingerspelling). [ASL1.CCC1B](#)
- CCC1C.** Relate content from other subject areas to topics discussed in the language class (e.g., literature by or for deaf people; appearance of deaf characters in TV drama; sports; sign for and from other countries). [ASL1.CCC1C](#)
- CCC2.** Students demonstrate an understanding of the significance of culture through comparisons between the culture studied and the students' own culture. [ASL1.CCC2](#)
- CCC2A.** Compare patterns of behavior and interaction in the students' own culture with those of the target culture (e.g., phone/TV access; ring signalers, visual noise; proxemics; eye contact; driving; use of interpreters). [ASL1.CCC2A](#)
- CCC2B.** Demonstrate an awareness of elements of the students' own culture (e.g., communication and social interaction; other languages in the home, extended family). [ASL1.CCC2B](#)
- CCC3.** Students compare basic elements of the target language to the English language. [ASL1.CCC3](#)
- CCC3A.** Recognize similarities and differences in English and the target language regarding idioms, slang (e.g., simple translations to /from English and ASL). [ASL1.CCC3A](#)
- CCC3B.** Recognize basic sign parameters and inflectional patterns (e.g., same/different). [ASL1.CCC3B](#)
- CCC4.** Students demonstrate an awareness of current events in the target culture. [ASL1.CCC4](#)
- CCC4A.** Give information about current events of target cultures (e.g., Deaf President Now, oral vs. manual). [ASL1.CCC4A](#)
- CCC4B.** Understand the impact of current events of the target culture (e.g., outcomes of Deaf President Now, No Child Left Behind, FCC-Video Phone, Americans with Disabilities Act, Miss Deaf America). [ASL1.CCC4B](#)

- CCC5.** Students identify situations and resources in which the target language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes. [ASL1.CCC5](#)
- CCC5A.** Identify examples of the target language and the culture studied that are evident in and through media, entertainment, and technology (Vlogs, ASL movies, careers requiring sign language skill). [ASL1.CCC5A](#)
- CCC5B.** Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture studied. (e.g., National Association of the Deaf, Registry of Interpreters for the Deaf, National Black Deaf Advocates, ASL web browser, Deaf Nation, local events). [ASL1.CCC5B](#)
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American Sign Language II (64.031)

- IP1.** Students exchange information in the target language, utilizing cultural references where appropriate. [ASL2.IP1](#)
- IP1F.** Express needs and preferences (e.g., compare/contrast). [ASL2.IP1F](#)
- IP1B.** Express feelings and emotions (e.g., varying degrees of intensity, inflection). [ASL2.IP1B](#)
- IP1C.** Request help and clarification (e.g., how to communicate at a Deaf event). [ASL2.IP1C](#)
- IP1D.** Give descriptions (e.g., advanced classifiers). [ASL2.IP1D](#)
- IP1E.** Give and follow directions and instructions (e.g., locatives, and indexing). [ASL2.IP1E](#)
- IP1F.** Ask questions and provide responses based on topics such as self, others, and immediate environment. [ASL2.IP1F](#)
- IP1G.** Ask questions and provide responses about plans and events (e.g., time markers, listing, and sequencing). [ASL2.IP1G](#)
- IP2.** Students demonstrate skills necessary to initiate, sustain and close exchanges in the target language. [ASL2.IP2](#)
- IP2A.** Initiate, participate in, and close an exchange. [ASL2.IP2A](#)
- IP2B.** Use simple paraphrasing to convey and comprehend messages (e.g., retelling, and create story from picture stimuli). [ASL2.IP2B](#)
- IP2C.** Use non-manual aspects of ASL to convey and comprehend messages (e.g., eye gaze, and role shifting). [ASL2.IP2C](#)
- IP2D.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency in target language exchanges. [ASL2.IP2D](#)

- INT1.** Students understand information on new and familiar topics presented in the target language through a variety of media including authentic narratives and materials. **ASL2.INT1**
 - INT1A.** Identify main ideas and essential details while viewing an ASL signed narrative. **ASL2.INT1A**
 - INT1B.** Comprehend culturally authentic ASL genres (e.g., poetry, jokes, and stories). **ASL2.INT1B**
 - INT1C.** Understand instructions (e.g., 2-3 step directions, recipes). **ASL2.INT1C**
 - INT1D.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency receptive skills. **ASL2.INT1D**
- INT2.** Students will comprehend signed and non-manual markers to understand messages in the target language. **ASL2.INT2**
 - INT2A.** Differentiate among statements, questions, and commands (e.g., reciprocal verbs, distributional verbs). **ASL2.INT2A**
 - INT2B.** Comprehend basic non-manual markers (e.g., facial grammar, mouth phonemes/morphemes). **ASL2.INT2B**
- P1.** Students present information using newly acquired vocabulary, phrases, and patterns. **ASL2.P1**
 - P1A.** Retell main ideas and essential details from level-appropriate ASL materials (e.g., summarizing signed narratives). **ASL2.P1A**
 - P1B.** Give brief, organized signed presentations, using visual and technological support as appropriate. **ASL2.P1B**
 - P1C.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency expressive skills. **ASL2.P1C**
- P2.** Students present rehearsed and unrehearsed material in the target language, such as dialogues, skits, and poetry. **ASL2.P2**
 - P2A.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency sign production skills of rehearsed and unrehearsed materials. **ASL2.P2A**
 - P2B.** Demonstrate comprehension of material. **ASL2.P2B**
- CU1.** Students understand perspectives, practices, and products of the culture where the target language is used and how they are interrelated. **ASL2.CU1**
 - CU1A.** Participate in real or simulated cultural events (e.g., sign-only meals and activities). **ASL2.CU1A**
 - CU1B.** Identify patterns of behavior typically associated with Deaf culture (e.g., Deaf clubs, Deaf sports). **ASL2.CU1B**
 - CU1C.** Examine international Deaf communities (e.g., foreign deaf communities and sign languages, international organizations, Deaf Way, World Federation of the Deaf, and Deaf Olympics). **ASL2.CU1C**

- CCC1.** Students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. [ASL2.CCC1](#)
- CCC1A.** Give examples of historical perspectives of American Sign Language (e.g., French influence on ASL, Milan Conference, A.G. Bell and Thomas Minor Gallaudet, and educational environments). [ASL2.CCC1A](#)
- CCC1B.** Relate information acquired in other subjects, such as the use of technology. [ASL2.CCC1B](#)
- CCC2.** Students demonstrate an understanding of similarities and differences between the culture studied and the students' own culture(s). [ASL2.CCC2](#)
- CCC2A.** Compare and contrast social conventions of the target culture with the student(s)' own culture (e.g., family dynamics, deaf child/deaf parents, deaf child/hearing parents). [ASL2.CCC2A](#)
- CCC3.** Students develop a better understanding of the English language through a study of the target language. [ASL2.CCC3](#)
- CCC3A.** Compare vocabulary usage and structural patterns of the target language with English (e.g., conjugation of verbs and time markers) [ASL2.CCC3A](#)
- CCC3B.** Use level-appropriate idiomatic expressions and slang in the target language (e.g., "loser", "whatever", train-gone-finish). [ASL2.CCC3B](#)
- CCC4.** Students identify current events of the target culture. [ASL2.CCC4](#)
- CCC4A.** Give information regarding major current events of the target culture. [ASL2.CCC4A](#)
- CCC4B.** Understand the impact of major current events on the target culture. [ASL2.CCC4B](#)
- CCC5.** Students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. [ASL2.CCC5](#)
- CCC5A.** Develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. [ASL2.CCC5A](#)
- CCC5B.** Illustrate how the target language and culture studied are evident in and through the media, entertainment, and technology. [ASL2.CCC5B](#)
- CCC5C.** Locate and use resources in the target language, such as individuals and organizations accessible through the community. [ASL2.CCC5C](#)