Idaho Arts and Humanities: World Languages

American Sign Language: Levels 1-4

ASL LEVEL 1 L1.ASL

1 Communication L1.ASL.1

1. engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information; L1.ASL.1.1
2. demonstrate an understanding of basic ASL such as simple stories, everyday commands, exchange of information via basic questions and answers, and brief instructions when dealing with familiar topics; L1.ASL.1.2
3. demonstrate comprehension and convey information in ASL by single signs, concepts, classifiers, phrases, and sentences to others without voice; L1.ASL.1.3
4. demonstrate comprehension and convey information in ASL by number signs, alphabet, and single fingerspelled words to others without voice; L1.ASL.1.4
5. demonstrate and use present tense verbs, directional verbs, and personal and possessive pronouns; L1.ASL.1.5
6. demonstrate appropriate usage of ASL and changes in parameters of sign in phonology, morphology, syntax, semantics, and pragmatics; L1.ASL.1.6
7. demonstrate an understanding of the variant classifiers in primary language: L1.ASL.1.7
   - a DCL- Descriptive CL (describe an object or person) L1.ASL.1.7.A
   - b LCL- Locative CL (representing an object in a specific place) L1.ASL.1.7.B
   - c SCL- Semantic CL (representing a category of nouns such as vehicle or a person) L1.ASL.1.7.C
   - d BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required) L1.ASL.1.7.D
   - e ICL- Instrument CL (hands usually manipulate an object) L1.ASL.1.7.E
   - f BPCL- Bodypart CL (representing specific parts of the body doing the action) L1.ASL.1.7.F
   - g PCL- Plural CL (many people, many cards, many houses, etc). L1.ASL.1.7.G

2 Cultures L1.ASL.2

1. recognize Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; L1.ASL.2.1

Skip to main content

2 show evidence of understanding that ASL literature impacts American Deaf culture; L1.ASL.2.2

3 show evidence of understanding of the contributions by the Deaf and how they are applied to the perspectives of American Deaf culture such as historical, geographical, political, artistic, and scientific avenues; L1.ASL.2.3

4 demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture. L1.ASL.2.4

3 Connections L1.ASL.3

1 use resources and digital technology to gain access to information about ASL and Deaf culture; L1.ASL.3.1

2 use ASL to obtain, reinforce, or expand knowledge of other subject areas. L1.ASL.3.2

4 Comparisons L1.ASL.4

1 demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; L1.ASL.4.1

2 demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; L1.ASL.4.2

3 demonstrate an understanding of how one language and culture can influence another. L1.ASL.4.3

5 Communities L1.ASL.5

1 apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events; L1.ASL.5.1

2 be aware of methods of technology to communicate with the Deaf/ASL community; L1.ASL.5.2

3 show evidence of becoming a lifelong learner by using ASL for personal enrichment and/or career development. L1.ASL.5.3

ASL LEVEL 2 L2.ASL

1 Communication L2.ASL.1

1 engage in various ASL exchanges of learned material to socialize and provide and obtain information either structured or spontaneous; L2.ASL.1.1

2 demonstrate an understanding of ASL such as stories, everyday commands, exchange of information via questions and answers, and instructions when dealing with familiar topics; L2.ASL.1.2

3 understand and convey information in ASL by demonstrating comprehension of single signs, concepts, classifiers, phrases, and sentences to others without voice; L2.ASL.1.3

4 demonstrate appropriate usage of ASL number signs and fingerspelling in context; L2.ASL.1.4

Skip to main content

demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics while discriminating between the parameters of ASL; L2.ASL.1.5

6 demonstrate and use verbs and pronouns in context; L2.ASL.1.6

7 create and express the various forms of ASL literature understanding the variant classifiers in primary language: L2.ASL.1.7

a DCL- Descriptive CL (describe an object or person) L2.ASL.1.7.A

b LCL- Locative CL (representing an object in a specific place) L2.ASL.1.7.B

c SCL- Semantic CL (representing a category of nouns such as vehicle or a person) L2.ASL.1.7.C

d BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required) L2.ASL.1.7.D

e ICL- Instrument CL (hands usually manipulate an object) L2.ASL.1.7.E

f BPCL- Bodypart CL (representing specific parts of the body doing the action) L2.ASL.1.7.F

g PCL- Plural CL (many people, many cards, many houses, etc) L2.ASL.1.7.G

---

2 Cultures L2.ASL.2

1 recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture; L2.ASL.2.1

2 show evidence of understanding of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; L2.ASL.2.2

3 show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; L2.ASL.2.3

4 demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture. L2.ASL.2.4

---

3 Connections L2.ASL.3

1 use resources and digital technology to gain access to information about ASL and Deaf culture; L2.ASL.3.1

2 use ASL to obtain, reinforce, or expand knowledge of other subject areas. L2.ASL.3.2

---

4 Comparisons L2.ASL.4

1 demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; L2.ASL.4.1

2 demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; L2.ASL.4.2

3 demonstrate an understanding of how one language and culture can influence another. L2.ASL.4.3

---

5 Communities L2.ASL.5

Skip to main content

apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events; L2.ASL.5.1

2 use technology to communicate with the Deaf/ASL community; L2.ASL.5.2

3 show evidence of becoming a lifelong learner by using ASL personal enrichment and career development. L2.ASL.5.3

ASL LEVEL 3 L3.ASL

1 Communication L3.ASL.1

1 engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information L3.ASL.1.1

2 demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics; L3.ASL.1.2

3 convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice; L3.ASL.1.3

4 demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics; L3.ASL.1.4

5 create and express ASL literature, including handshape stories, that follows traditional cultural features. L3.ASL.1.5

2 Cultures L3.ASL.2

1 apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; L3.ASL.2.1

2 apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; L3.ASL.2.2

3 apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; L3.ASL.2.3

4 demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture. L3.ASL.2.4

3 Connections L3.ASL.3

1 use resources and digital technology to gain access to in-depth information about ASL and Deaf culture; L3.ASL.3.1

2 apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas. L3.ASL.3.2

4 Comparisons L3.ASL.4

1 use resources and digital technology to gain access to in-depth information about ASL and Deaf culture; L3.ASL.3.1

2 apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas. L3.ASL.3.2

5 Communities L3.ASL.5

apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events; L3.ASL.5.1

Skip to main content

2 use technology to communicate with the Deaf/ASL community; L3.ASL.5.2

3 show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development. L3.ASL.5.3

ASL LEVEL 4 L4.ASL

1 Communication L4.ASL.1

1 engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information. L4.ASL.1.1

2 demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics; L4.ASL.1.2

3 convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice; L4.ASL.1.3

4 demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics; L4.ASL.1.4

5 create and express ASL literature, including handshape stories, that follows traditional cultural features. L4.ASL.1.5

2 Cultures L4.ASL.2

1 apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; L4.ASL.2.1

2 apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; L4.ASL.2.2

3 apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; L4.ASL.2.3

4 demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture. L4.ASL.2.4

3 Connections L4.ASL.3

1 use resources and digital technology to gain access to extensive information on ASL and Deaf culture; L4.ASL.3.1

2 apply ASL to obtain, reinforce, or expand knowledge of other subject areas. L4.ASL.3.2

4 Comparisons L4.ASL.4

1 apply to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; L4.ASL.4.1

2 apply ASL to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; L4.ASL.4.2

3 apply ASL to demonstrate an understanding of how one language and culture can influence another. L4.ASL.4.3

Skip to main content

5 Communities L4.ASL5

1. apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events; L4.ASL.5.1
2. use technology to communicate with the Deaf/ASL community; L4.ASL.5.2
3. show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development. L4.ASL.5.3