

# American Sign Language: Grade 3

**Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.** 3.1C

**1 Interpersonal: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions.** 3.1C.1I

1I. Proficiency Benchmark: 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. 3.1C.1I

- 1 I can give and follow the simple instructions in ASL to complete a variety of classroom and cultural activities. Examples: Playing games; demonstrating attention-getting strategies; describing simple step-by-step activities. 3.1C.1I.1
- 2 I can tell a peer an opinion about family, school, and everyday activities. Examples: Communicating on a videophone; exchanging opinions about school; conducting peer interviews on a popular topic. 3.1C.1I.2
- 3 I can discuss personal likes and dislikes on topics such as food, and holidays. Examples: Conducting questionnaires; listing and contrasting preferences; making comparisons between different opinions. 3.1C.1I.3
- 4 I can show Deaf related products, such as Deaf art or technical equipment used by Deaf people (i.e., Videophone, phone features, alarm clocks, doorbells, smoke alarms), and share opinions. Examples: Explaining about Deaf art; discussing the contributions made by Deaf people to different fields in the community; exchanging information related to technical equipment in ASL. 3.1C.1I.4
- 5 I can role play a variety of situations. Examples: Meeting a Deaf person for the first time; asking a Deaf peer to play a game or sport activity; demonstrating culturally appropriate and attention-getting strategies. 3.1C.1I.5

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**2 Interpretive: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics. 3.1C.2I**

- 2I. Proficiency Benchmark: I can identify the general topic and basic information in both familiar and everyday contexts by recognizing practiced or memorized vocabulary or simple phrases signed in ASL. 3.1C.2I
- 1 I can comprehend the main ideas in age-appropriate ASL narratives and stories. Examples: Retelling the main points of a fairy tale; identifying the main characters; and listing the important events in a story. 3.1C.2I.1
  - 2 I can comprehend the relationship between handshape and meaning in selections of ASL literature including ABC, handshape, and number stories. Examples: Identifying and listing key handshapes and their meanings; retelling the main points; describing the sequence of events. 3.1C.2I.2
  - 3 I can comprehend brief video messages of familiar topics such as family, school, and holiday celebrations. Examples: Retelling the content of a video email; describing holiday customs; sharing information from the video school bulletin. 3.1C.2I.3
  - 4 I can view brief video descriptions of people, animals, objects, places, common activities, weather, and identify corresponding pictures or illustrations. Examples: Matching pictures; drawing illustrations; arranging illustrations and retelling the events in sequential order. 3.1C.2I.4
  - 5 I can understand and follow the directions given in ASL related to daily classroom activities. Examples: Playing games; responding to requests; completing simple tasks. 3.1C.2I.5

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**3 Presentational: Students present information, concepts, and ideas to an audience of viewers in American Sign Language. 3.1C.P**

- P.** Proficiency Benchmark: I can present information on both very familiar and everyday topics using a variety of practiced or memorized vocabulary, and simple phrases in ASL. 3.1C.P
- 1** I can present skits and perform stories in ASL for school events. Examples: Sharing ABC story, number story, handshape stories; dramatizing an important event in Deaf history. 3.1C.P.1
  - 2** I can create simple, brief series of pictures about people, things, and school events. Examples: Recording a video report on a favorite book; completing a story board; listing what comes next in a series of events. 3.1C.P.2
  - 3** I can use ASL to tell peers in or out of school about their own cultures or cultural products and practices. Examples: Listing activities or basic information about the person's holidays, family events, and food; comparing traditions over a videophone. 3.1C.P.3
  - 4** I can dramatize familiar ASL stories, fairy tales, or poems. Examples: Re-enacting fairy tales told from a Deaf centric perspective; presenting Clayton Valli's poem "Rooster and the Cow"; retelling a selection from Once upon a sign videos. 3.1C.P.4
  - 5** I can use one or two of the selected classifiers. Examples: Using tracing classifiers; identifying entity classifiers (vehicles); presenting element classifiers. 3.1C.P.5
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**Interact with cultural competence and understanding.** 3.2C

**1 Relating to Cultural Practices through Interactions - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.** 3.2C.RC

**RC.** Proficiency Benchmark: I can interact at a survival level in some familiar everyday contexts. 3.2C.RC

- 1 I can demonstrate familiarity with Deaf social customs and practices found in Deaf community. Examples: Observing social interactions between Deaf parents and children; attending an ASL storytelling event; watching video clips about Deaf Understanding Week. 3.2C.RC.1
  - 2 I can demonstrate how to use appropriate attention-getting techniques. Examples: Using shoulder tapping to get the attention of a single individual; using hands to wave to get a third person's attention; relaying a message for another person. 3.2C.RC.2
  - 3 I can participate in age-appropriate cultural activities. Examples: Read about Alice Cogswell and Thomas Gallaudet and create a play about the two important people in Deaf community. 3.2C.RC.3
  - 4 I can demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives. Examples: Role-playing writing notes on a pad of paper; using gesture and mime to communicate basic needs; pointing to place a menu order. 3.2C.RC.4
  - 5 I can identify and describe simple culturally based behavior patterns of Deaf people. Examples: Explaining the importance of eye contact; role-playing extended farewells; discussing the value of sharing information. 3.2C.RC.5
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**Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.** 3.3C

**1 Acquiring Information and Diverse Perspectives - Learners acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture** 3.3C.IP

IP. Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available in Deaf culture. 3.3C.IP

- 1 I can become familiar with age-appropriate literature in ASL games and learn games played by Deaf peers. Examples: Viewing fairy tales; Elephant game (nose and ears); and producing simple handshape poetry. 3.3C.IP.1
- 2 I can examine how the major themes of hands, eyes, and signs appear in selected pieces of Deaf art. Examples: Examining the artwork of Chuck Baird and Betty Miller; identifying the meaning of selected images; viewing the poetry of Clayton Valli. 3.3C.IP.2
- 3 I can identify and observe tangible products of Deaf culture. Examples: Becoming familiar with the Gallaudet/Cogswell sculpture; exploring the work of Douglas Tilden; examining accessibility products such as videophones, and visual alert systems. 3.3C.IP.3
- 4 I can recognize themes, ideas, or perspectives of Deaf culture and recognize how they are reflected by the culture. Examples: Recognizing that ASL and English have different modalities; understanding the roles vibrations, rhythms, and lighting play in entertainment; developing understanding of Deaf people's pride in being Deaf. 3.3C.IP.4
- 5 I can study the different geographical environments where Deaf people live and examine the impact of these environments on the lifestyles of various Deaf people. Examples: Becoming familiar with areas with large populations of Deaf people and where Deaf schools are located; comparing the lives of Deaf people who live in cities versus rural areas; identifying on a map local school for the Deaf or nearby public schools with Deaf students. 3.3C.IP.5

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## **2 Making Connections - Learners reinforce and further their knowledge of other disciplines through American Sign Language. 3.3C.MC**

**MC.** Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available through ASL and its culture. 3.3C.MC

- 1** I can view and read stories in ASL that reflect cultural practices and historical figures. Examples: Viewing or read stories of Laurent Clerc; view or read the story of how Alice Cogswell met Thomas Hopkins Gallaudet; identifying the cultural practices of Deaf characters in stories. 3.3C.MC.1
  - 2** I can develop age-appropriate understanding of core cultural values, particularly that being Deaf is a positive trait. Examples: Expressing joy when a Deaf child is born; sharing opinions about the benefits of being Deaf; discussing the beauty of ASL. 3.3C.MC.2
  - 3** I can ask and answer questions about age- and developmentally-appropriate short stories, poems, and content-related materials. Examples: Discussing the connection between handshapes and meaning in stories; identifying characteristics of ASL poetry; discussing why vibration and rhythm are important aesthetic aspects in the Deaf community. 3.3C.MC.3
  - 4** I can find Deaf-related pictures and things to enhance their exploration of other topics. Examples: Presenting postcards from schools for the Deaf; describing pictures of famous Deaf individuals; explaining things obtained from Deaf-related events. 3.3C.MC.4
  - 5** I can look at the illustrations in Deaf children's books that show views of people and places in the Deaf world. Examples: Viewing the interactive story The Baobab; exploring Deaf culture-based ABC texts; reading children's books about the Deaf President Now movement. 3.3C.MC.5
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**Develop insight into the nature of language and culture in order to interact with cultural competence.** 3.4C

**1 Language Comparisons - Learners discuss the nature of language through comparisons of American Sign Language and other languages.** 3.4C.LC

**LC.** Proficiency Benchmark: I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries). 3.4C.LC

- 1 I can compare simple patterns of behaviors and interactions in various Deaf cultural settings. Examples: Identifying how Deaf people tend to include hugging as part of a greeting; comparing attention-getting techniques in ASL and spoken English; and alerts such as doorbells and alarms. 3.4C.LC.1
  - 2 I can demonstrate understanding that most languages use gestures, and that gestures and sign languages differ among cultures. Examples: Identifying gestures used by hearing American people; observing the different ways Deaf and hearing people count on the fingers; understanding differences between the counting systems in ASL and French Sign Language. 3.4C.LC.2
  - 3 I can compare and contrast tangible products and practices of Deaf and other cultures. Examples: Comparing the features on cell phones and videophone used by Deaf and hearing people; identifying differences in toys produced for Deaf and hearing children. 3.4C.LC.3
  - 4 I can compare and contrast intangible products of different cultures. Examples: Comparing the concept of rhyming words in English and rhyming handshapes in ASL; identifying similarities in folktales for Deaf and hearing children; observing differences in facial expressions to convey meaning. 3.4C.LC.4
  - 5 I can recognize the interests and practices that cultures have in common with their Deaf peers and peers in various other cultures. Examples: Comparing the sports Deaf peers are interested in with their own interests; learning about similarities and differences in education. 3.4C.LC.5
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**Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.** 3.5C

**1 School and Global - Learners use American Sign Language within and beyond the school setting.** 3.5C.SG

**SG.** Proficiency Benchmark: I can use ASL both within and beyond the classroom to interact and learn in the Deaf community. 3.5C.SG

- 1 I can hold a conversation with native ASL users about everyday matters and daily experiences. Examples: Having a short conversation with Deaf person on videophone; creating a video email to start a conversation; sharing information about everyday activities. 3.5C.SG.1
- 2 I can identify Deaf people's professions in ASL environment or noisy environment. Examples: Listing professions including ASL education, school administrator, or interpreter; exploring the benefits of knowing ASL when working in noisy or loud environments; interviewing peers about occupations where ASL proficiency can be useful. 3.5C.SG.2
- 3 I can communicate simple messages in ASL to Deaf people in the community and in other countries concerning everyday matters and daily experiences. Examples: Exchanging video emails with Deaf, communicating from other countries who are also learning ASL on videophone, and watching different sign language of other countries from YouTube. 3.5C.SG.3
- 4 I can participate in special performances that demonstrate an understanding of Deaf culture. Examples: Demonstrating Deaf rhythmic drumming; creating simple handshake poems; and reading about Deaf art. 3.5C.SG.4
- 5 I can watch Deaf community members to share their Deaf experiences in ASL or Deaf culture related school events. Examples: Inviting a member of the Deaf community to share experiences growing up as a Deaf individual; asking a guest speaker to tell a funny story; and or have a Deaf actor/actress to provide entertainment. 3.5C.SG.5