

Grades 6-8: American Sign Language, Level IV

Adopted 2014

American Sign Language, Level IV

- 1. Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:** [AIV.1](#)
 - A. engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate-to-advanced proficiency level; [AIV.1.A](#)
 - B. demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics; [AIV.1.B](#)
 - C. convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level; [AIV.1.C](#)
 - D. demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level; and [AIV.1.D](#)
 - E. create and express ASL literature, including handshape stories, that follows traditional cultural features. [AIV.1.E](#)

- 2. Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:** [AIV.2](#)
 - A. apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; [AIV.2.A](#)
 - B. 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; [AIV.2.B](#)
 - C. 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; and [AIV.2.C](#)
 - D. demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture. [AIV.2.D](#)

- 3. Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:** [AIV.3](#)
 - A. use resources and digital technology to gain access to extensive information on ASL and Deaf culture; and [AIV.3.A](#)
 - B. apply ASL at the intermediate-to-advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas. [AIV.3.B](#)

4. Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to: [AIV.4](#)

- A. apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; [AIV.4.A](#)
- B. apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and [AIV.4.B](#)
- C. apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of how one language and culture can influence another. [AIV.4.C](#)

5. Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to: [AIV.5](#)

- A. apply ASL at the intermediate-to-advanced proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events; [AIV.5.A](#)
- B. use technology to communicate with the Deaf/ASL community; and [AIV.5.B](#)
- C. show evidence of becoming a lifelong learner by using ASL at the intermediate-to-advanced proficiency level for personal enrichment and career development. [AIV.5.C](#)