

Standards for Learning American Sign Language

A Project of the American Sign Language Teachers Association

K-16 Student ASL Standards Task Force

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Framework of ASL Communicative Modes

	<i>Interpersonal</i>	<i>Interpretive</i>	<i>Presentational</i>
Definitions	<p>Direct visual communication (i.e., face-to-face or digital) between individuals who are in personal contact</p> <p>Direct digital communication in visual language between individuals who are in personal contact</p>	<p>Receptive communication of visual messages (i.e., face-to-face or digital)</p> <p>Mediated communication via digital materials</p> <p>Viewer works with recorded materials whose creator is absent</p>	<p>Productive communication (i.e., face-to-face and digital) using visual language</p> <p>Visual or digital communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode</p> <p>Author or creator of visual or recorded material not known personally to viewer</p>
Paths	<p>Productive abilities: signing, signing for digital communication</p> <p>Receptive abilities: visual listening, viewing</p>	<p>Primarily receptive abilities: visual listening, viewing</p>	<p>Primarily productive abilities: signing, signing for digital communication</p>
Cultural Knowledge	<p>Knowledge of cultural perspectives governing interactions between individuals of different ages, statuses, backgrounds</p> <p>Ability to recognize that languages use different practices to communicate</p> <p>Ability to recognize that cultures use different patterns of interaction</p>	<p>Knowledge of how cultural perspectives are embedded in products (literary and artistic)</p> <p>Knowledge of how meaning is encoded in products</p> <p>Ability to analyze content, compare it to information available in own language and assess linguistic and cultural differences</p> <p>Ability to analyze and compare content in Deaf culture to interpret other cultures</p>	<p>Knowledge of cultural perspectives governing interactions between signer and audience and preparer of digital messages and viewer</p> <p>Ability to present cross-cultural information based on background of the audience</p> <p>Ability to recognize that cultures use different patterns of interaction</p>
<p>KNOWLEDGE OF THE LINGUISTIC SYSTEM</p> <p>The use of visual-spatial grammar, including lexical, phonological, morphological, semantic, pragmatic, and discourse features necessary for participation in the Communicative Modes</p>			

Standards for Learning American Sign Language

COMMUNICATION.....GOAL ONE

Communicate in American Sign Language

Standard 1.1 Students use American Sign Language to engage in conversations and provide information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret American Sign Language in live and digital communication contexts on a variety of topics.

Standard 1.3 Students present information, concept, and ideas to an audience of viewers in live and digital communication contexts on a variety of topics.

Cultures.....GOAL TWO

Gain Knowledge and Understanding of Deaf Culture

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.

Connections.....GOAL THREE

Connect With Other Disciplines and Acquire Information through American Sign Language

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the study of American Sign Language.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Comparisons.....GOAL FOUR

Develop Insight into the Nature of Language and Culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language.

Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own culture.

Communities.....GOAL FIVE

Use American Sign Language to Participate in Communities at Home and Around the World

Standard 5.1 Students use American Sign Language within and beyond the school setting.

Standard 5.2 Students show evidence of becoming life-long learners by using American Sign Language for personal enjoyment and enrichment.

[Begin introduction here]

Communication**Goal One****Communicate in American Sign Language****Standard 1.1 Students use American Sign Language to engage in conversations and provide information, express feelings and emotions, and exchange opinions.**

This standard emphasizes the importance of interpersonal communication, whether it is face-to-face or facilitated through technological means (i.e., videophones and web cameras). Since students frequently have the opportunity to communicate in ASL with native users within their local communities, learning a variety of registers and how to interact in a culturally appropriate manner is fundamental. In addition to the cultural and linguistic elements needed for face-to-face communication, the rapid growth in use of videophone technology means students must develop a deeper understanding of ASL discourse, use of space, and cultural considerations that affect such communication. Teachers may also encounter students raised in the rich heritage of Deaf culture who may possess varying degrees of ASL proficiency. The primary goal of ASL study for both heritage and new learners is to develop the language and culture skills to effectively communicate and interact with native users.

Sample Progress Indicators, Grade Kindergarten

- Students respond to questions about signs that share the same or different handshapes.
Examples: Playing rhyming games; preparing short ABC and handshape stories; activities asking students to identify similarities and differences.
- Students develop basic non-manual signals and / or facial expressions that correspond to emotions and feelings.
Examples: Playing picture / sign matching activities; playing synonym and antonym games; drawing pictures.
- Students develop spatial referencing skills and basic pronomalization awareness.
Examples: Using deixis to refer to objects; using tracing classifiers to outline shapes; comparing personal and possessive pronouns.
- Students communicate about daily needs, wants, and preferences.
Examples: Responding to yes / no questions; making either / or statements; participating in activities focusing on expressing likes and dislikes.
- Students communicate about the home, classroom, and environment.
Examples: Participating in Show and Tell activities; identifying objects; playing pretend games.

Sample Progress Indicators, Grade 4

- Students give and follow simple instructions in ASL to complete a variety of classroom and cultural tasks.

Examples: Playing games; attention getting strategies; step-by-step activities.

- Students communicate face-to-face or via technological means on a variety of topics including family, school, daily routines, recreation, and famous Deaf people.
Examples: Communicating on a videophone; exchanging opinions on selected topics; conducting peer interviews on Deaf-related topics.
- Students exchange personal likes and dislikes on topics such as sports heroes, films, books, food, and holidays.
Examples: Conducting questionnaires; comparing and contrasting preferences; recognizing differences of opinions among classmates.
- Students share descriptions and opinions with their classmates about Deaf people and Deaf-related products, such as Deaf art, famous Deaf historical figures, and technical equipment used by Deaf people (i.e., pagers, alarm clocks, doorbells, smoke alarms).
Examples: Interpreting Deaf art; discussing contributions made by Deaf people in different fields; exchanging information related to technical equipment.
- Students role-play a variety of situations and scenarios.
Examples: Meeting a Deaf person for the first time; asking a Deaf peer to play a game or sport activity; comparing culturally appropriate and inappropriate attention- getting strategies.

Sample Progress Indicators, Grade 8

- Students use ASL to discuss matters of personal importance, such as memorable experiences, important life events, and ambitions for the future.
Examples: Interviewing classmates; planning a Deaf-related event; sharing information to construct a personal timeline.
- Students communicate with Deaf peers from the local community and/or school to identify similarities and differences in education, family, home life, recreation, and activities.
Examples: Hosting a Silent Dinner; attending a local school for the Deaf picnic; establishing a videoconference to discuss current events.
- Students visit ASL web logs (vlogs) to identify a contemporary issue in the Deaf World and discuss its importance and relevance to themselves.
Examples: Creating a poster of a controversial issue; collaborating on recording a video newsletter; hosting a debate on a current issue.
- Students communicate in a range of formal and informal scenarios using contextually appropriate linguistic and cultural behaviors.
Examples: Expressing condolences; making formal introductions; inviting Deaf peers to a party.
- Students use ASL to obtain Deaf-related resources, products and services.
Examples: Attending Deaf awareness exhibitions; visiting an open house at a school for the Deaf; planning an order from a Deaf product catalog.

Sample Progress Indicators, Grade 12

- Students share their personal reactions to selected ASL literature, such as poems, plays, and personal narratives.
Examples: Discussing main topics and themes; creating a shared narrative; working in groups to produce an ASL poem.
- Students discuss and develop solutions to issues and problems that are of concern to the Deaf community.
Examples: Researching and proposing solutions to the pathological view of deafness; gathering opinions from Deaf community members on a current matter; comparing the perspectives of opposing views.
- Students communicate in ASL using sociolinguistic elements such as regional, racial / ethnic, gender, and age variations in a variety of contexts.
Examples: Conversing with Deaf children and adults on a topic of personal interest; researching and discussing examples of ASL slang; interviewing individuals with dual minority identities (i.e., Black Deaf, Deaf Women, Deaf Blind).
- Students work with a local Deaf organization to participate in a Deaf event open to the public.
Examples: Brainstorming ideas and thoughts; planning Deaf Awareness Week activities; creating public service announcements in ASL.
- Students share their opinions and understanding of key topics in Deaf culture.
Examples: Discussing the core cultural practices of Deaf culture; hypothesizing and analyzing discrimination encountered by Deaf people; synthesizing the major events that have impacted the Deaf community.

Sample Progress Indicators, Postsecondary

- Students communicate about the role of audism in the Deaf community.
Examples: Interviewing Deaf people about audism; discussing what audism means to different Deaf people and why; analyzing the impact audism has on Deaf /Hearing relations.
- Students share their reactions to ASL literature and analyze recurring themes and topics in poems, plays, narratives, jokes and stories that have been handed down from generation to generation.
Examples: Discussing how humor is viewed differently by Deaf and hearing people; analyzing the role of sarcasm and irony in the stories created by Deaf storytellers; sharing opinions about hearing characters and topics that appear in ASL literature.
- Students exchange and discuss their opinions and personal perspectives with ASL users on a variety of topics dealing with contemporary issues and historical topics.
Examples: Researching the effects of the 1880 Milan Conference; debating controversial issues; discussing the place of hearing people in the Deaf community.
- Students analyze the concept of Deafhood and its implications in the Deaf World.
Examples: Interviewing Deaf people about their different stages of Deafhood; comparing and

contrasting the Deafhood experience with other ethnic groups; debating why various groups promote the teaching of ASL to hearing babies and not the Deaf.

- Students investigate the pros and cons of career opportunities made accessible by studying ASL and share their findings in groups.
Examples: Commenting on the benefits and perks of certain positions; sharing which jobs are in high or low demands; comparing and contrasting the salaries of Deaf and hearing professionals in the same field.

Standard 1.2 Students understand and interpret American Sign Language in live and digital communication contexts on a variety of topics.

Standard 1.2 reflects the importance of understanding and interpreting one-way communication in ASL, whether watching someone sign in person or viewing recorded material. Effective ASL comprehension requires understanding geographic variations in sign production known as regionalisms and the influences gender, ethnicity, age, and background have on a signed message. Students without previous exposure to ASL may find the rapid pace of native ASL discourse limits their comprehension, while heritage learners may find unfamiliar topics and registers challenging. Both types of students need exposure not only to the depth of sociolinguistic variation in ASL but also to the surrounding cultural contexts in which one-way communication occurs. Viewing and comprehending for most students will be aided by exposure to one-way communication that reflects their content knowledge and personal interests, for students tend to understand material with which they have some background.

Sample Progress Indicators, Grade K

- Students view age-appropriate television programs that feature ASL and Deaf characters.
Examples: Watching *Sesame Street*; viewing programs such as *Blues Clues*; watching programs designed for young Deaf children, such as *Rainbow's End*.
- Students develop visual and kinesthetic rhythm that corresponds with songs.
Examples: Drumming in time to flashing light; viewing *The House that Jack Built*; playing the *Grab a Seat!* game.
- Students identify people and objects in their natural surroundings using ASL in live or digital formats.
Examples: Identifying teachers and classroom assistants; pointing correctly to a classmate based on a description; following simple instructions to find objects in their classroom.
- Students comprehend and respond to simple commands and requests.
Examples: Signing PLEASE and THANK-YOU; following the directions in an art activity; cleaning up classroom messes, rearranging seating, and lining up in a straight line when asked.
- Students attend to and watch presentations on age-appropriate topics.
Examples: Selecting a picture of an animal based on a description; viewing a video Happy Birthday message; watching an ASL animation.

Sample Progress Indicators, Grade 4

- Students comprehend the main ideas in age-appropriate ASL narratives and stories.
Examples: Retelling the main points of a fairy tale; identifying the main characters; listing the important events in a story.
- Students 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.
- Students comprehend brief recorded messages on 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.
- Students view recorded descriptions of people, animals, objects, places, common activities, weather, and major events, and identify corresponding pictures or illustrations.
Examples: Matching pictures; drawing illustrations; arranging illustrations in order.
- Students understand and follow directions given in ASL related to daily classroom activities.
Examples: Playing games; responding to requests; completing simple tasks.

Sample Progress Indicators, Grade 8

- Students understand the main ideas or themes from live or recorded material on topics of personal interest.
Examples: Understanding ASL television programs such as interviews and talk shows; understanding presentations about hobbies and favorite activities; understanding online video blogs (vlogs).
- Students identify the principal characters and / or events and details in age-appropriate ASL literature, including poetry and narratives.
Examples: ABC, number, and handshape stories; personal narratives; jokes and puns.
- Students interpret gestures, facial expressions, non-manual signals, and other visual cues.
Examples: Explaining the meaning of a gesture; identifying topicalization; matching signs with pictures of various facial expressions.
- Students understand announcements, information and messages related to daily activities and other school subjects.
Examples: Understanding daily bulletins in ASL; signed information from Internet sources; viewing recorded age-appropriate material.
- Students use knowledge acquired in other settings and from other subject areas to comprehend live and recorded messages in ASL.
Examples: Watching a guest speaker discuss his / her Deaf heritage; using knowledge gained from reading Deaf newspapers to interpret ASL vlogs; studying foreign cultures to understand Deaf

immigration issues.

Sample Progress Indicators, Grade 12

- Students demonstrate the ability to recognize levels of register in live and recorded contexts and understand their significance.
Examples: Understanding a casual opinion expressed in ASL on the internet; understanding presentational communication at a community forum; understanding differences between peer-peer, adult-child, and stranger-acquaintance communication.
- Students demonstrate understanding of cultural nuances of meaning in expressive products of Deaf culture, including ASL literature and the visual arts.
Examples: Understanding advertisements and promotional materials; comprehending jokes and humorous stories; interpreting De'VIA artworks.
- Students analyze the main plot, subplot, characters, their descriptions, roles and significance in authentic literary materials.
Examples: Viewing ASL films; watching plays and performing troupes; interpreting comic strips.
- Students demonstrate an understanding of the main ideas and details of live or recorded discussions concerning current events, Deaf culture, and subjects studied in other classes.
Examples: Commenting on VLOGs; viewing panel discussions and interviews; watching documentaries.
- Students demonstrate an increasing ability to identify more complex meanings of unfamiliar vocabulary and grammatical structures through context.
Examples: Identifying the meaning of classifiers; interpreting non-manual signals; analyzing syntactic features such as role shifting.

Sample Progress Indicators, Postsecondary

- Students demonstrate an understanding of major topics, themes, and techniques of Deaf art and the significance of each aspect.
Examples: Analyzing the meaning of Betty G. Miller's *Ameslan Prohibited*; hypothesizing about symbols used in Susan Dupor's *Family Dog*; examining Chuck Baird's *Art*.
- Students demonstrate the ability to analyze variety in sign styles in live and recorded materials and to understand their significance.
Examples: Comparing the sign styles of two different products; analyzing discourse cues; comparing distinctive semantic and prosodic elements.
- Students demonstrate an understanding of the principle elements of non-fiction topics from recorded materials of current and historical importance to members of Deaf culture.
Examples: Viewing George Veditz's *Preservation of American Sign Language*; commenting on topics from *Deaf Mosaic*; understanding documentaries about Jewish Deaf experiences during the

Holocaust.

- Students demonstrate an increasing understanding of the nuances of meaning in live and recorded communication in formal and informal settings.
Examples: Analyzing differences in platform speech; attending workshop presentations; reflecting on storytelling.
- Students demonstrate an increasing understanding of advanced discourse styles and strategies that accompany heated, controversial, and sensitive topics.
Examples: Watching debates; summarizing opinions; analyzing discussions.

Standard 1.3 Students present information, concept, and ideas to an audience of viewers in live and digital communication contexts on a variety of topics.

This standard focuses on presenting information, concepts, and ideas to an audience either in person or to a recording device for later viewing by an audience. Presenting material to an audience in person requires familiarity with the cultural and communication features distinct to one-to-many discourse in ASL, including a larger sign space, a more formal register, and sign choices. These features are modified when communicating with the intent to record, for the student must be keenly aware of how sign space, sign choice, and other elements may be influenced by the recording device. Students with little to no background in ASL are likely to produce language that is strongly influenced by English syntax, though over time students will learn authentic language patterns and communicate more naturally. Heritage students may be able to communicate in a range of informal styles but have little to no experience with the formal register, use of space, and sign choice necessary in presentational communication.

Sample Progress Indicators, Kindergarten

- Students give brief signed messages and presentations about home and family, school activities, and common objects.
Examples: Describing items for Show and Tell; sharing photographs; sharing drawings of family members.
- Students perform various songs, short anecdotes or poems commonly known among their peers in the Deaf community using visual cues for assistance.
Examples: Performing Clayton Valli's poem *Cow and Rooster*; describing pictures in *Have You Ever Seen...?*; playing handshape games.
- Students restate and / or rephrase simple information from live or recorded materials presented in class.
Examples: Playing the telephone game; describing pictures and posters; engaging in basic storytelling.
- Students practice leaving recorded messages that include appropriate greetings, farewells, and age-appropriate content matter.
Examples: Leaving recorded messages for family members, Deaf peers, and pen pals; leaving an

invitation to a birthday party; making a self-introduction.

- Students prepare illustrated stories in ASL about activities or events in their environment and present them to the class.
Examples: Describing a field trip; giving a weather report; commenting on calendar events and holidays.

Sample Progress Indicators, Grade 4

- Students present skits, recite selected poems, tell anecdotes, and perform stories in ASL for school events.
Examples: Sharing ABC, number, and handshape stories; dramatizing important events in Deaf history; demonstrating sign rhymes.
- Students create simple, brief recorded messages about people, things and events at school.
Examples: Giving a video bulletin; making announcements about Deaf Awareness Week; delivering a video report on a favorite book.
- Students 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 holidays, family events, and food; comparing traditions over a videophone; signing a pen pal video letter.
- Students dramatize familiar ASL stories, fairy tales, or poems. (NOT DONE)
Examples: FIND NAME OF PRODUCT (who performs ASL/ Deaf culture-centric versions of famous fairy tales? Linda Bove? Little Red Riding Hood with the signing wolf; Billy Seago? Simon Carmel?); Clayton Valli's poem " find one "; Billy Seago's story, " pick one."
- Students analyze and explain the meaning of selected classifiers.
Examples: Using tracing classifiers; identifying entity classifiers (vehicles); presenting element classifiers.

Sample Progress Indicators, Grade 8

- Students learn how to identify the parameters of ASL, including handshape, location, movement, palm orientation, and non-manual signals.
Examples: Giving examples of each parameter; discussing handshape families; categorizing related signs based on meaning.
- Students analyze and compare the meaning of selected classifiers.
Examples: Identifying size and shape specifiers (SASSes); comparing entity classifiers (animal, person); describing handle classifiers.
- Students present skits, recite selected poems, tell anecdotes, and perform stories in ASL for school events.

Examples: Presenting humorous stories; dramatizing the lives of Deaf pioneers in different fields; reciting the works of famous Deaf poets such as Patrick Graybill, Ella Mae Lentz, and Clayton Valli.

- Students create recorded messages on topics of personal interest, school routines, and community events.
Examples: Creating a public service announcement; giving step-by-step directions; delivering a report on Deaf demographics.
- Students express preferences and feelings about information they have gathered about events, experiences, everyday activities and other school subjects.
Examples: Sharing stories about personal experiences; delivering a persuasive argument; presenting information learned in other subjects.

Sample Progress Indicators, Grade 12

- Students demonstrate understanding of how signs are modified by using inflection. Examples: Pronominization, Directionality (Verb Agreement) and Locational [**CHECK GREEN BOOK**].
- Students analyze the nuances of body part classifiers and incorporate a range of perspectives to suit the message.
Examples: Analyzing dead and limb classifiers; commenting on perspective; applying movement classifiers. [FOLLOW-UP WITH PATTY LESSARD'S TERMINOLOGY].
- Students prepare research-based reports in ASL on current events and culture from the perspectives of Deaf Community. Examples: Researching events at Gallaudet University; investigating ASL Literature related shows and exhibitions; describing controversial topics.
- Students present results of a survey conducted on topics of personal interest or pertaining to the Deaf community.
Examples: Presenting on Deaf demographics; sharing unique life experiences; expressing opinions on a variety of topics.
- Students create stories, skits, and plays and perform them.
Examples: Dramatizing events in Deaf history; presenting viewpoints on controversial topics; performing in school plays.

Sample Progress Indicators, Postsecondary

- Students summarize and record the content of a video log or documentary intended for ASL native users in order to discuss the topics with other learners of ASL.
Examples: Synthesizing a lecture on Deafhood; reviewing the *Audism Unveiled* documentary; commenting on current issues in the Deaf community.
- Students select and analyze expressive products of Deaf culture presented in various literary genres or the fine arts.

Examples: Analyzing cultural allegories such as the *Eyeth*; interpreting themes in De'VIA works; presenting on aspects of ASL literature where humor is used as protest.

- Students give presentations in ASL on research based investigations of current events from perspectives of sub-groups within the Deaf community.
Examples: Analyzing educational trends of Deaf children; presenting on a needs assessment of Deaf senior citizens; examining dual minority views on major Deaf events.
- Students use resources available in ASL on the Internet, library, and other media sources to build support for their opinions and present them.
Examples: Researching the pathological versus cultural model of deafness; presenting on controversial issues impacting the Deaf community; describing the process of Deafhood.
- Students present the latest research findings on topics related to ASL linguistics.
Examples: Comparing language acquisition differences between Deaf and hearing babies; analyzing examples of sociocultural variations; reporting on the cognitive processes of visual language.

Cultures

Goal Two

Gain Knowledge and Understanding of American Deaf Culture

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.

American Deaf individuals share a unique bicultural bond since they function in both their native culture as well as Deaf culture. They participate in and reflect the cultural norms common to their birth community, including food and dress; yet, Deaf Americans also exhibit particular cultural norms, behaviors and formative shared experiences distinct to those who approach the world from a visual perspective and use American Sign Language. Despite representing all ethnicities, backgrounds, nationalities, and socio-economic status, Deaf people share a common visual orientation that forms the basis of Deaf culture. Gaining insight into this complex relationship yields understanding of how and why Deaf Americans behave and interact in certain ways that differ from their own. These different practices are derived from a long period of shared history and reflect the social structures, traditional ideas, attitudes, and values of Deaf people. Students need to be taught not only the cultural practices but also the perspectives of Deaf culture and the products influenced by those perspectives. Developing this cultural understanding is equally important as developing proficiency in ASL.

Sample Progress Indicators, Kindergarten

- Students observe and use age-appropriate ways of expressing greetings and farewells.
Examples: Sustaining eye contact when communicating with peers and adults; viewing demonstrations of various leave-taking techniques; role playing greeting various family members.
- Students practice attention-getting strategies.

Examples: Practicing the appropriate way to obtain class attention by flashing classroom lights; playing relay shoulder tapping games; role playing scenarios when attention-getting strategies are important.

- Students participate in age-appropriate cultural activities.
Examples: Celebrating Clerc and Gallaudet Week in December; playing the Elephant Game; observing ABC stories.
- Students identify simple culturally based behavior patterns of Deaf peers.
Examples: Developing awareness of auditory versus visual differences in communication; identifying similarities and differences between being Deaf and hearing; viewing Linda Bove on Sesame Street.
- Students explore common daily activities of Deaf people.
Examples: Practicing waking up using visual alerts; determining whether there is adequate lighting in the room for visual communication; having a Deaf guest speaker present answers to common questions.

Sample Progress Indicators, Grade 4

- Students demonstrate familiarity with social customs and practices of Deaf people that are of interest to children.
Examples: Observing social interactions between Deaf parents and children; attending an ASL storytelling event; watching video clips about Deaf Awareness Week.
- Students demonstrate how to use appropriate attention-getting techniques.
Examples: Using shoulder tapping to get the attention of a single individual; handwaving to get a third person's attention; relaying a message for another person.
- Students participate in age-appropriate cultural activities.
Examples: Celebrating Founder's Day; practicing rhythm using drums; watching simple ASL stories and handshape poetry.
- Students 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.
- Students 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.

Sample Progress Indicators, Grade 8

- Students demonstrate familiarity with informal and formal social customs and practices of Deaf people.

ASL National Standards First Draft

Examples: Role playing interrupting a conversation properly; modifying greetings and farewells according to age; demonstrating how to navigate through groups of people.

- Students understand expected social behaviors when interacting with mixed groups of Deaf and hearing individuals at Deaf events.
Example: Practicing contextual use of handwaving (visual applause) to show enjoyment of entertainment; understanding the offensive nature of speaking rather than signing in mixed company; participating in cultural activities at a Deaf sporting event, such as foot stomping, cheers, and drumbeating.
- Students learn about and participate in activities enjoyed by Deaf youth such as games, sports, dance, drama, and celebrations.
Examples: Watching a Deaf play; attending an ASL poetry competition; celebrating Deaf Awareness Week.
- Students demonstrate an understanding of various communication strategies used by Deaf individuals in their daily lives.
Examples: Using a videophone; placing a video relay call; understanding why mobile technology communication is valued.
- Students investigate aspects of American Deaf culture that are handed down generation to generation.
Examples: Watching classic Deaf jokes and stories; examining the value of having Deaf children; understanding the role of Deaf clubs and schools for the Deaf.

Sample Progress Indicators, Grade 12

- Students discuss and participate in activities enjoyed by Deaf teenagers, such as sports, dance, games, and entertainment, and examine the social norms that underlie these activities.
Examples: Retelling the *Buff and Blue Fight Song*; viewing performances or video clips of the Gallaudet Dance Company, Rathskellar, and Sunshine, Too; attending a local, state, or regional Deaf sports tournament.
- Students analyze and discuss Deaf social, political, and educational institutions and their influences on Deaf culture and related issues.
Examples: Examining the competing interests of the National Association of the Deaf and the Alexander Graham Bell Association; comparing how differences in education affect cultural identification; discussing the positive and negative implications of living in a tight-knit community.
- Students explore the common pattern of resistance to, acceptance of, and eventual self-identification with Deaf culture as experienced by the majority of Deaf people.
Examples: Examining the oral to ASL user phenomenon; analyzing the historical and contemporary benefits of identifying with the Deaf community; discussing how the shared experience of oppression encourages mutual support among Deaf people.
- Students use acquired knowledge of Deaf culture to interact in a culturally appropriate manner with Deaf people in a variety of contexts.
Examples: Visiting a Deaf person's home the first time; knowing how to alert Deaf people to

environmental sounds and noises; attending a formal Deaf event.

- Students identify, analyze, and discuss patterns of behaviors and/or interaction in the context of Deaf culture.
Examples: Observing patterns in films; viewing personal video logs and online news presented in ASL; reading printed materials about Deaf culture such as NAD Broadcaster, Deaf Life, and Sign News.

Sample Progress Indicators, Postsecondary

- Students examine the prevalent cultural value of self reliance by meeting the needs of Deaf community members through local and national organizations established for, and run by, Deaf leaders.
Examples: Investigating homes for Deaf senior citizens; analyzing the impact the Youth Leadership Camp training has in maintaining the continuity of Deaf culture; researching the community advocacy organizations serving Deaf individuals established by the Deaf, such as the National Association of the Deaf.
- Students explore perceptions of various Deaf sub-groups related to their cultural identification, stages of acculturation, and their contributions to Deaf culture at large.
Examples: Examining the implications of being hard-of-hearing and how it affects identifying with Deaf culture and the larger hearing community; analyzing the self perceptions of individuals with double cultural identifications (e.g., Black Deaf) and how they are perceived by the wider Deaf community; investigating the process of identifying with Deaf culture by recent Deaf immigrants.
- Students analyze changes in the Deaf community and the impact of technology and telecommunication on the practices of the young generation of Deaf people, and their influences on young Deaf people's perceptions and beliefs.
Examples: Discussing ways in which information is accessed and exchanged among younger Deaf individuals; comparing the quality of information given and received through TTYs and videophones; investigating how the rapid dissemination of information forms current perceptions and beliefs.
- Students examine major elements of Deaf culture such as concepts of time, personal space, and exchanging personal information, and analyze how people from other cultures perceive them.
Examples: Analyzing the influence of expressing affection during greetings and farewells has on forming a tight-knit relationships; investigating the perceptions and attitudes Deaf people have regarding time; discussing why the exchanging of personal information is valued.
- Students analyze contemporary issues in the Deaf World, such as education, employment, audism, community traditions, clubs and sports organizations, and technology, and examine their impact on Deaf culture.
Examples: Analyzing the role of audism in employment; discussing the changing nature of Deaf education and its impact on Deaf culture; discussing how federal and state legislation have influenced contemporary Deaf culture.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.

American Deaf people have created a wealth of products that reflect and influence the values and perspectives of Deaf culture. Some of the significant cultural products include a rich body of literature in a variety of genres and reflecting the Deaf experience in works of art. Students learn to identify the underlying cultural values and norms reflected in these products, and their significance to the world. Since knowledge of cultural products is essential to ASL proficiency, a deep understanding of the cultural perspectives and products will not only enable students to better appreciate Deaf culture but also help them function intellectually in the Deaf World.

Sample Progress Indicators, Kindergarten

- Students become familiar with children's literature in ASL, videogames and television programs, and learn children's songs and games.
Examples: Playing the *Castle Quest* video game; viewing the story of *Frog, Where Are You?*; participating in the *Point Nod Walk* game.
- Students examine elements of Deaf art including hands, handshapes and eyes.
Examples: Playing with wooden and carved handshape blocks; using handshape cards; participating in the *What Am I Looking At?* game.
- Students identify and observe tangible products of Deaf culture.
Examples: Gaining hands on experience making **[ILY illus. inserted here]** cookies; playing with the Signing Bear stuffed animal; wearing t-shirts featuring the ASL alphabet and/or numbers.
- Students recognize themes, ideas, or perspectives of Deaf culture and recognize how they are reflected by the culture.
Examples: Understanding the concept that some people "hear" with their eyes; creating artwork focusing on hands; understanding how Deaf people are different yet they are similar to hearing people.
- Students learn about symbols that reflect Deaf culture.
Examples: Understanding the meaning of **[ILY illus. inserted here]**; comprehending the universal symbol of being deaf **[symbol inserted here]**; recognizing the connection between names and name signs.

Sample Progress Indicators, Grade 4

- Students become familiar with age-appropriate literature in ASL, videogames and television programs, and learn songs and games.
Examples: Viewing fairy tales; playing the *CopyCat* video game; producing simple handshape poetry.
- Students examine how the major themes of hands, eyes, and signs, appear in selected pieces of Deaf

art.

Examples: Comparing the artwork of Chuck Baird and Betty Miller; identifying the meaning of selected images; viewing the poetry of Clayton Valli.

- Students identify and observe tangible products of Deaf culture.
Examples: Becoming familiar with the Gallaudet / Cogswell statue; exploring the work of Douglas Tilden; examining accessibility products such as videophones, pagers, and hearing aids.
- Students 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 vibration, rhythm, and lighting play in entertainment; developing awareness of culturally Deaf people's pride in being Deaf.
- Students study the different geographical environments in which 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; comparing the lives of Deaf people who live in cities versus rural areas; identifying well-known colleges and universities serving the Deaf community, such as Gallaudet, National Technical Institute for the Deaf, and California State University - Northridge.

Sample Progress Indicators, Grade 8

- Students identify and learn about expressive products of Deaf culture, such as stories, poetry, art, literature, and explore the way in which these products reflect the lifestyles and perspectives of Deaf people.
Examples: Analyzing Chuck Baird's *Mechanical Ear*; viewing narratives by Patrick Graybill; reviewing films produced by Deaf filmmakers such as Peter Wolf.
- Students study and produce simple forms of various products of Deaf culture such as poetry, art, and music and develop an appreciation of these cultural aspects.
Examples: Developing ABC and number stories; creating art based on their interpretation of Deaf people's experiences; making short film clips on topics related to Deaf culture.
- Students recognize the contributions of Deaf scientists and scholars to science, medicine, astronomy, mathematics, chemistry, agriculture, economics, and social sciences.
Examples: Researching the contributions of Ruth Fulton Benedict to anthropology; investigating Olaf Hassel's impact on astronomy; commenting on Tilly Edinger's work on neuropaleontology.
- Students watch ASL films or video logs that are popular with young Deaf people.
Examples: Viewing films produced by Wayne Betts; watching humorous anecdotes by Deaf performers; viewing narratives by young Deaf storytellers.
- Students identify, discuss, and analyze sub-groups in Deaf community and their themes, ideas, and perspectives.
Examples: Discussing the film *Love Is Never Silent*; analyzing the experiences of Black Deaf Americans; exploring the lives of Deaf Blind individuals.

Sample Progress Indicators, Grade 12

- Students learn about and participate in activities enjoyed by young Deaf adults, such as games, sports, music, and entertainment.
Examples: Playing the winking game; acting in Deaf plays; and, participating in Deaf sport organizations.
- Students interact in a culturally appropriate manner with Deaf people of various backgrounds in a variety of contexts.
Examples: Welcoming guest speakers; participating in field trips; and, interacting with community members at Deaf events.
- Students analyze and reflect on expressive products of Deaf culture, such as stories, poetry, art, literature, and explore the way in which these products represent the lifestyles and perspectives of Deaf people.
Examples: Analyzing Betty Miller’s *Ameslan Prohibited*; viewing *Birds of A Different Feather*; critically examining poetry by Ella Mae Lentz and Debbie Rennie.
- Students identify and analyze films, commercials or documentaries about Deaf people and evaluate typical cultural patterns and social behaviors that are portrayed.
Examples: Analyzing misrepresentations of Deaf people and Deaf culture in historical and contemporary films; identifying distinctive viewpoints unique to Deaf culture; comparing materials produced by Deaf and hearing individuals.
- Students expand their knowledge of the private and public life of Deaf people as they view and interpret authentic materials.
Examples: Viewing personal video logs; analyzing position and advocacy statements presented in ASL; reading Deaf magazines and newspapers.

Sample Progress Indicators, Postsecondary

- Students demonstrate an understanding of the “unwritten rules” of behaviors.
Examples: Respecting the cultural norms of politeness, including signing when around Deaf people; understanding the value of providing additional information and examples when making a point; making small talk before engaging in discussion of business.
- Students study and participate appropriately in discussions with native signers about literary, social, economic, and political topics.
Examples: Discussing the issues related to audism in daily life; analyzing opposing perspectives on controversial topics; discussing different forms of institutionalized oppression and discrimination.
- Students analyze themes of oppression and empowerment in products of Deaf culture such as stories, poetry, art, and literature and how they reflect the experiences and perspectives of Deaf people.
Examples: Analyzing *The Eyeth Story*; examining the influence of the Deaf President Now movement on cultural products; critically examining *Children of a Lesser God*.

- Students analyze patterns of ASL use and linguistic expressions used by Deaf people and analyze the context and historical usage of some of these expressions to identify Deaf people's thoughts and perspectives.
Examples: Exploring the use and context of the expression [**insert illustration of THINK-HEARING here**]; comparing the settings when THINK-ME-NOTHING [**insert illustration here**] is used; analyzing examples of expressions that reflect the cultural pride of Deaf people.
- Students become familiar with social, political, and cultural issues discussed at various Deaf-related forums, Internet sites, chat rooms, vlogs, and blogs.
Examples: Participating in local town hall, roundtable, and think tank discussions on current issues; analyzing individual responses to various topics shared on vlogs and blogs; recording personal responses to concerns of cultural issues within the Deaf community.

Connections

Goal Three

Connect With Other Disciplines and Acquire Information through American Sign Language

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the study of American Sign Language.

This standard emphasizes the interdisciplinary nature of learning and the use of American Sign Language to broaden and deepen all of a student's learning experiences. Students can accomplish this standard by acquiring knowledge through American Sign Language relevant to other disciplines, and by applying content from other subjects to their learning of American Sign Language. Integrating vocabulary and concepts that reinforce interdisciplinary learning enhances meaningful communication in the ASL classroom. Advanced learners are able to use American Sign Language to learn and communicate with others about domain-specific content areas such as art, history, economics, and politics.

Sample Progress Indicators, Kindergarten

- Students use American Sign Language vocabulary to refer to items and concepts learned in other subject areas.
Examples: Naming animals; describing weather; identifying food items.
- Students integrate ASL numbers when making observations about people and things.
Examples: Counting objects; using the calendar; talking about size of families.
- Students identify family members and family relationships.
Examples: Bringing pictures of family members to class; practicing fingerspelling the names of family members; describing the relationships between family members.

- Students identify community locations, personnel and transportation.
Examples: Identifying community location, such as school, home, and library; briefly describing the primary duties of emergency service personnel; describing the types of transportation observed in the local community.
- Students use spatial awareness to identify and outline shapes.
Examples: Identifying the names of shapes; using index fingers to outline two- dimensional shapes; demonstrating tracing classifiers to outline specific three- dimensional shapes.

Sample Progress Indicators, Grade 4

- Students expand their understanding of topics studied in other classes by making comparisons in ASL.
Examples: Comparing climate in their own area and in other parts of the world; understanding the physical features of geography; becoming familiar with major historical events.
- Students expand their knowledge of common numbering systems as used in science, mathematics, and other fields.
Examples: Learning about weights and measurements; understanding social practices dealing with time and schedules; using the United States customary measurement systems.
- Students demonstrate a general knowledge of significant contributions of Deaf people to history, arts, sciences, literature and other fields.
Examples: Investigating the role and experiences of Deaf Smith in the Texas War for Independence; becoming familiar with the works of Deaf artists; researching the accomplishments of Deaf scientists.
- Students talk about topics from school subjects in ASL including technology, historical facts, mathematical problems, or scientific information.
Examples: Playing trivia games; participating in science projects; conducting research using technology.
- Students look at a variety of sources (e.g., pictures, maps and videos) related to topics in other subject areas and identify items in ASL.
Examples: Identifying famous world monuments; giving the names of countries; fingerspelling the names of famous historical figures.

Sample Progress Indicators, Grade 8

- Students comprehend short videos in ASL that relate to other areas such as social studies, science, technology, or the arts.
Examples: Viewing a presentation on health; learning about the life of Laurent Clerc; watching vlogs about traveling in foreign countries.
- Students present live or recorded reports in ASL on topics being studied in other classes.
Examples: Explaining the importance of nutrition; Outlining steps to becoming more environmentally

conscious; presenting a cooking lesson.

- Students demonstrate understanding of how to apply ASL numbers to different contexts.
Examples: Explaining sport scores; describing units of measurement including heights and weights; presenting temporal aspects related to age and time.
- Students expand their information in other subject areas on topics of personal interests.
Examples: Identifying the parts on a vehicle; learning about personal hygiene; discussing technology and technical equipment.
- Students elaborate on their study of world history by studying the history of the Deaf world.
Examples: Exploring the Gallaudet University website; learning about the French roots of the American Deaf community; studying ancient Greek and Roman perspectives towards Deaf people.

Sample Progress Indicators, Grade 12

- Students understand and describe significant contributions of Deaf Americans to history, arts, sciences, literature and other fields.
Examples: Reading poetry and other works written in English by Deaf authors; investigating the life of the Deaf explorer, Edmund Booth; understanding the accomplishments of well-known actresses, Phyllis Frelich and Marlee Matlin.
- Students exchange views in ASL on topics learned about in other content classes.
Examples: Comparing the pros and cons of recycling; describing the characters and plot of a novel; explaining how different perspectives and angles in photography influence meaning.
- Students elaborate in ASL on their study of world history, politics, and economics by studying relevant events and factors in the Deaf world.
Examples: Comparing employment patterns of Deaf and hearing people; debating whether the political candidates are considered Deaf friendly; sharing information about taxes and the economy.
- Students present reports in ASL on topics being studied in other classes.
Examples: Presenting on the immigration and citizenship process; discussing the effects of climate change around the world; creating news broadcasts of current events.
- Students combine information from other school subjects with information available in ASL to complete activities in the ASL classroom.
Examples: Designing an ideal Deaf community; developing Deaf Awareness Week materials; planning a panel discussion on controversial topics.

Sample Progress Indicators, Postsecondary

- Students discuss topics in ASL from other courses, including concepts and issues in the humanities, science, or technology.
Examples: Analyzing the impact of technological advances on Deaf culture; comparing literary works

by Deaf and hearing authors; explaining the anatomical features of the eyes and hands.

- Students exchange, support, and discuss their opinions and individual perspectives in a formal setting on a variety of topics that are being studied in other courses.
Examples: Presenting on how society should treat individuals with disabilities; analyzing the characteristics of oppression in minority groups; proposing a disease treatment and prevention plan.
- Students use ASL to provide information on the work and knowledge of professionals in their field of study.
Examples: Describing a major theorist's work; explaining significant events, discoveries or advances; presenting on the challenges faced by professionals in their field.
- Students synthesize and evaluate information gathered in other disciplines to enhance their understanding of ASL and Deaf culture.
Examples: Critiquing definitions of cultures and sub-cultures; discussing various implications of Deaf education; investigating dynamics of power and authority.
- Students broaden their awareness of other disciplines by expanding on topics presented in their ASL classes.
Examples: Discussing cultural theories of group and societal dynamics; analyzing how historical events influence contemporary issues; investigating how the medical field approaches a variety of socio-economic status groups.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

This standard emphasizes the unique perspectives that students gain when they study ASL and Deaf culture. As students develop ASL skills, doors begin opening that lead to learning new perspectives previously unknown to them. New sources of information become available to ASL students as they increase their language skills and understanding of Deaf culture, turning the inaccessible into a rich, rewarding experience. In the earlier stages of language learning, they begin to examine a variety of sources intended for native speakers and extract specific information. As they become more proficient users of ASL, they seek out materials of interest to them, analyze the content, compare it to information available in their own language, and assess distinctive cultural and linguistic viewpoints.

Sample Progress Indicators, Kindergarten

- Students watch age-appropriate folktales, short stories, and poetry intended for young Deaf children.
Examples: Viewing stories told by acclaimed storytellers; viewing handshape poetry; viewing mime and visual gestural communication.
- Students view and sing simple songs and handshape rhymes in ASL.
Examples: Signing happy birthday songs; viewing songs about holidays; viewing handshape rhymes about weather.

- Students develop familiarity with the aesthetic value of rhythm, timing, and vibration.
Examples: Playing with drums; feeling the vibrations from speakers; engaging in simple physical activities based on timing.
- Students develop understanding of how light is used for different purposes.
Examples: Using lights to get someone's attention; playing musical chairs with light rather than sound; experimenting with the effects of light and dark on communicating in ASL.
- Students develop appreciation for the hands and eyes.
Examples: Using coloring books; engaging in art projects; playing with play-dough.

Sample Progress Indicators, Grade 4

- Students view folktales and stories in ASL that reflect cultural practices and historical figures.
Examples: Viewing stories of Laurent Clerc; watching the story of how Alice Cogswell met Thomas Hopkins Gallaudet; identifying the cultural practices of Deaf characters in stories.
- Students develop age-appropriate awareness of core cultural values.
Examples: Expressing joy when a Deaf child is born; understanding that being Deaf is a positive trait; discussing the beauty of ASL.
- Students watch and ask or answer questions about age- and developmentally-appropriate short stories, poems, songs, and content-related materials.
Examples: Discussing the connection between handshapes and meaning in stories; identifying characteristics of ASL poetry; discuss why vibration and rhythm are important aesthetic aspects.
- Students find Deaf-related pictures and souvenirs to enhance their exploration of other topics.
Examples: Presenting postcards from schools for the Deaf; describing pictures of famous Deaf individuals; explaining realia obtained from Deaf-related events.
- Students look at illustrations in Deaf children's books that show views of people and places in the Deaf World.
Examples: Viewing *Have You Ever Seen...?*; exploring Deaf culture-based ABC texts; reading children's books about the Deaf President Now movement.

Sample Progress Indicators, Grade 8

- Students view and talk about ASL folk tales, short stories, and poems that have been developed for young people and passed down for generations.
Examples: Viewing the ABC story, *The Haunted House*; understanding well-known humorous stories shared on video logs; retelling the *Police Story*.
- Students recognize and identify Deaf contributions to the development of world culture in the sciences, arts, and society in general.

Examples: Exploring the artwork of Douglas Tilden; researching the accomplishments of Deaf scientists; using the Internet to investigate famous Deaf artists.

- Students use age-appropriate sources intended for native ASL users to prepare reports and presentations on topics of personal interest or those with which they have limited previous experience.
Examples: Viewing video logs about schools for the Deaf; investigating local Deaf sports organizations; researching the activities of Deaf youth organizations, such as the Junior National Association of the Deaf.
- Students gain understanding of the major events in Deaf history that have had a profound influence on Deaf culture.
Examples: Investigating the Deaf President Now movement; viewing materials on attempts to eradicate the use of ASL; researching the influence of eugenics on Alexander Graham Bell's efforts to prevent a "Deaf variety of the human race."
- Students recognize and are able to explain the viewpoint of each of the labels traditionally applied to the Deaf.
Examples: Understanding the difference between Deaf and deaf as a cultural identity; researching the origin of negative labels such as "deaf and dumb"; viewing video logs about labels such as hard of hearing, hearing impaired, and related phrases.

Sample Progress Indicators, Grade 12

- Students obtain information and viewpoints available through ASL or Deaf-related media, compare it with information on the same topic in English, and analyze the different perspectives and / or bias shown in the sources.
Examples: Investigating the pathological / medical view of deafness; researching attitudes towards ASL as the preferred language of the Deaf community; comparing perceptions of the nature of disability and being disabled.
- Students view and observe a variety of sources intended for native ASL users of their age on topics of interest.
Examples: Exploring personal video logs posted to the internet; viewing videotapes, DVDs and other media on various topics; watching films, documentaries, and anthologies of narratives produced by Deaf individuals.
- Students analyze the context of major milestones in Deaf history and how those events have influenced, and continue to influence, the concept of Deaf pride.
Examples: Investigating the linguistics pioneers whose work led to the validation of ASL as a distinct language; examining the Deaf President Now movement's effect on political and social empowerment of a minority group; examining how the accomplishments of Deaf artists and actors have shaped perceptions of the Deaf community.
- Students analyze and compare the perspectives of the two dominant philosophies of educating the Deaf and its effects on the Deaf worldview.
Examples: Comparing the viewpoints of Thomas Hopkins Gallaudet and Alexander Graham Bell;

discussing the historical implications of banning ASL as the language of instruction at schools for the Deaf after the infamous 1880 Milan Conference; researching the reasons ASL was re-introduced into Deaf education.

- Students observe and analyze common themes in ASL literature that include differences between how Deaf individuals view themselves and are viewed by hearing people.
Examples: Analyzing the subtext of the *Please But* story; retelling *Restaurant Telephone*; interpreting the meaning of *Dandelions* by Clayton Valli.

Sample Progress Indicators, Postsecondary

- Students analyze the value and role of collectivism in Deaf culture and contrast it with the predominant value of individualism in American society.
Examples: Investigating how collectivist behaviors are perceived by non-Deaf individuals; analyzing the development of collective behaviors as a community survival strategy; critiquing the pros and cons of collectivism versus individualism, as expressed in ASL on video logs.
- Students understand the distinctive viewpoint of protecting, cherishing, and taking pride in ASL is a noted feature of Deaf culture.
Example: Viewing George Veditz's 19th-century speeches on the preservation of ASL; analyzing the role ASL and iconic metaphors of hands and eyes play in Deaf art; exploring how Deaf individuals express this viewpoint in personal video logs, ASL literature, and in other materials.
- Students view and analyze literary and non-literary recorded materials available only in ASL and comprehend the cultural messages imbedded in such texts.
Examples: Investigating subtlety and double entendres in ASL poetry; analyzing commentaries on current social and political issues in the Deaf community; understanding humor and sarcasm as expressed in ASL literature.
- Students interview Deaf people to gain insight into sociological and cultural issues.
Examples: Exploring different experiences and perspectives of multicultural Deaf individuals; chronicling the struggles and triumphs of noted Deaf community leaders; investigating marginalized sub-groups within the Deaf community.
- Students regularly use information from ASL sources to communicate in live and recorded formats with ASL users and other learners about topics relevant to their fields of study.
Examples: Discussing how to improve doctor - patient relationships; exploring issues related to social, legal, and professional advocacy; analyzing the effect of immigrant labor on traditional blue-collar positions held by Deaf individuals.

Comparisons**Goal Four****Develop Insight into the Nature of Language and Culture****Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language.**

Students of American Sign Language discover that in addition to the modality, most aspects of the language differ from their own. Rather than comparing similarities and differences between languages based on sound and speech, students encounter a language intended for the eyes and hands. This profound, fundamental difference is significant and encourages students to begin reflecting on the nature of language at the onset of studying ASL. Furthermore, ASL is not simply a signed version of spoken English or any other language, contrary to widespread belief. Instead, it possesses a complex set of linguistic features foreign to most spoken languages, including non-manual signals, inflections, and a rich body of classifiers. The visual basis of ASL requires thinking, seeing, and communicating in a three-dimensional fashion by using space, directionality, and other features in a way that simply cannot be expressed in spoken languages. Students will find words and concepts in ASL that have no counterparts to their own language, and vice versa. Ultimately, students develop an understanding of how languages operate by comparing the similarities and differences that make studying ASL exciting and rewarding.

Sample Progress Indicators, Kindergarten

- Students compare the alphabet and numbers in English and handshapes in ASL.
Examples: Playing games that include a variety of ASL handshapes; viewing animated ASL handshapes on the computer; drawing pictures of alphabet letters or numbers and making dough out of handshapes in ASL.
- Students are aware of the existence of noun-related classifiers in ASL.
Examples: Creating a story that includes a person-classifier; identifying classifiers for a variety of transportation forms; demonstrating plural classifiers for people and a variety of transportation forms.
- Students use examples of personal and possessive pronominalization in ASL.
Examples: Demonstrating awareness of possession by identifying articles of clothing; using deixis to refer to oneself; negating and affirming by pointing to the correct object.
- Students demonstrate age- and developmentally-appropriate understanding of parameters including location and movement.
Examples: Observing meaning differences based on changing location of signs; experimenting on changing signs by adding or subtracting movement; identifying signs that share the same location or type of movement.
- Students experiment with forming age- and developmentally-appropriate facial expressions and non-manual signals.
Examples: Practicing facial expressions based on simple emotions (happy, sad, surprised, etc.); observing topicalization when being asking questions; interpreting the meaning of various facial

expressions found in photos or other sources.

Sample Progress Indicators, Grade 4

- Students cite and discuss gestures used by hearing people that may be borrowed from ASL.
Examples: Waving goodbye; beckoning or signaling someone to come near; waving hands to obtain attention.
- Students demonstrate an emerging awareness that word order in ASL and English are often different.
Examples: Understanding topic-comment structure; practicing explaining time and place before the action; recognizing the structure of WH questions.
- Students demonstrate awareness of formal and informal forms of language and try out expressions of politeness in ASL and in their own language.
Examples: Comparing *what's up* with *hello*; understanding register in responding to *thank you* with *sure, fine, no problem*, or repeating *thank you*; observing a larger sign space when communicating in a formal mode.
- Students discuss differences and similarities between the inflections of their own language and the role of non-manual signals in ASL.
Examples: Demonstrating tone of voice and equivalent facial expressions; observing topicalization when asking questions; practicing understanding the morphemes of a word and sign.
- Students recognize elements of ASL, including gender, number, and pronominalization.
Examples: Using pronominalization when referring to a person; understanding number incorporation with pronouns; observing the influence of gender on sign formation.

Sample Progress Indicators, Grade 8

- Students demonstrate an awareness of ways to express respect and communicating status differences in ASL and in English.
Examples: Describing the differences between communicating with children and adults; explaining the differences between an informal conversation and a staged presentation; conducting a research project on how Deaf people and hearing people introduce other people in causal situations and on stage.
- Students demonstrate an ability to recognize and correctly use the non-manual signals that are distinctive to ASL.
Examples: Comparing similarities and differences of non-manual signals in ASL and prosodic features in English; describing the non-manual signals used by a Deaf storyteller; giving examples of non-manual signals used in a video blog.
- Students recognize differences and similarities in word order, verb agreement and nouns in ASL and English.
Examples: Comparing the subject-verb-object word order of English and the commonly used object-

verb-subject structure of ASL; describing verb agreement in ASL and English; explaining the rules of nouns in ASL and how it differs from English.

- Students compare the temporal aspects of ASL and English.
Examples: Describing the timeline framework used in ASL and English; examining the incorporation of numbers to represent the frequency of temporal aspect in ASL; investigating different ways to indicate duration by including temporal aspects.
- Students analyze different categories of classifiers used in ASL.
Examples: Giving examples of Size and Shape Specificiers (SASSes) and locative classifiers; identifying which classifiers are classified in the “ground” and “figures” categories and the rules of setting roots in space; labeling classifiers as instrumental, handle, and body part.

Sample Progress Indicators, Grade 12

- Students recognize that loan words undergo changes in meaning and form in ASL and other languages.
Examples: Analyzing differences between a fingerspelled word and a lexicalized word; comparing the reasons a loan word may be used rather than an established sign; researching reactions to introductions of new loan words.
- Students demonstrate awareness that the visual basis of ASL influences meaning, with the implication that many words, phrases, idioms, and figurative language do not translate directly from one language into another and vice versa.
Examples: Analyzing the concept of *run* (running water vs. running on foot vs. a runny nose); researching iconic and arbitrary signs; comparing phrases like FISH SWALLOW to similar concepts in other languages.
- Students analyze elements of ASL, such as time and tense, and comparable linguistic elements in English, and conjecture about how languages use forms to express time, number, and gender.
Examples: Analyzing how location conveys gender in signs; investigating number incorporation with pronouns; comparing the effects of parameter changes on meaning.
- Students demonstrate an awareness that ASL principles of word order may differ from their own language and hypothesize on how this may or may not reflect the ways in which Deaf culture organizes information and views the world.
Examples: Comparing topic-comment structure and topicalization; conjecturing why time and place generally precedes action in ASL; analyzing the role classifiers have in sentence structure.
- Students demonstrate understanding of the difficulties that ASL presents to English speakers as well as the difficulties English presents to ASL users by analyzing and comparing linguistic differences.
Examples: Analyzing the difficulty of interpreting classifier descriptions into English; examining the impact pronominalization has on a message; comparing subtle differences between groups of related words and signs.

Sample Progress Indicators, Postsecondary

- Students demonstrate an awareness of structural differences between the English and ASL paragraph. Examples: Analyzing the diamond structure of ASL prose versus the linear approach used in English; comparing the roles of multiple examples and repetition play in ASL discourse; examining the use of non-manual signals to indicate grammar and transitions.
- Students demonstrate awareness of language change and the historical development of ASL and other languages. Examples: Tracing the evolution of face- and torso-based signs moving away from the body; analyzing the non-initialized basis of signs; understanding the context in which new signs are created in ASL and adopted by the community of ASL users.
- Students analyze elements of ASL, such as time, tense, and inflections, and comparable linguistic elements in English, and conjecture about how languages use various forms to express particular meanings. Examples: Analyzing the effect ground and figure structure has on communication; comparing number incorporation in ASL and other languages; examining the spatial basis of the ASL timeline and how tense is subtly changed or modified during discourse.
- Students demonstrate their understanding and awareness of different communication styles based on variations such as regional, socioeconomic, gender, age, and educational differences to communicate messages in ASL and other languages. Examples: Comparing the speed, location, and sign style of men and women with similar differences between genders using spoken languages; analyzing the root meaning of a sign to identify and understanding its regional meaning; conjecturing about the background of a signer based on analysis of his / her structure and sign style.
- Students compare how ASL poetry, folk tales, jokes and short stories reflect social issues and conflict. Examples: Analyzing the themes of conflict and oppression in Clayton Valli's poetry; examining the social issues in the story of *Eyeth*; interpreting the meaning of the joke known as *Three Men on the Train*.

Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own culture.

As students expand their knowledge of culture through learning American Sign Language, they consistently encounter perspectives, practices, and products that are similar to and different from those in their own culture and others they know. Students also discover marked differences, as they learn, for example, how Deaf culture fosters a tight-knit community, and why Deaf people have retained their cultural continuity despite efforts to eliminate ASL and cure deafness. By examining and making comparisons of Deaf culture to their own, students develop a deeper understanding of the nature of culture and significantly develop their critical thinking skills.

Sample Progress Indicators, Kindergarten

- Students compare simple patterns of behavior in Deaf culture and their own culture.
Examples: Understanding handwaving or tapping as an attention-getting technique; observing eye contact is necessary to communicate; including hugging is a cultural value during greetings and farewells.
- Students demonstrate awareness of the similarity between voice / mouth and hand / eye communication and that different people communicate in different ways.
Examples: Understanding that Deaf people use their eyes the way hearing people use their ears; observing differences in being able to communicate through windows or across wide spaces with ASL, and being able to talk in the dark in English; identifying ways people are different, yet similar.
- Students observe and compare Deaf and hearing toys and games.
Examples: Comparing dolls and stuffed animals that feature ASL; observing how the [insert ILY handshape here] appears on different products; examining ASL animations.

Sample Progress Indicators, Grade 4

- Students compare simple patterns of behavior and interaction in various cultural settings.
Examples: Identifying how Deaf people tend to include hugging as part of a greeting; comparing attention-getting techniques; investigating the use of visual signals and alerts such as doorbells and alarms.
- Students demonstrate awareness that most languages use gestures and that they are an important part of communicating in ASL, and that gestures and sign languages differ among cultures.
Examples: Identifying gestures used by non-Deaf American people; observing the different ways Deaf and non-Deaf people count on the fingers; understanding differences between the counting systems in ASL and French Sign Language.
- Students compare and contrast tangible products and practices of various cultures.
Examples: Comparing the use of cell phones for hearing people and pagers for Deaf people; identifying differences in toys produced for Deaf and hearing children; seeing the common motif of hands and eyes in art produced by Deaf artists.
- Students 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.
- Students recognize the interests and practices that they 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; investigating the names of favorite movies and books; learning about similarities and differences in education.

Sample Progress Indicators, Grade 8

- Students identify the similarities and differences between schools for the Deaf and their own and their family life with other Deaf families.
Examples: Comparing schedules and courses taken; identifying differences in attending a residential school from attending a neighborhood school; hypothesizing about communication patterns in Deaf families with Deaf children and hearing families with Deaf children.
- Students contrast verbal and nonverbal behavior within particular activities among friends, classmates, family members, and teachers in Deaf culture and their own culture.
Examples: Investigating perspectives on table manners; comparing expectations regarding the concept of "being on time"; identifying differences between what Deaf and non-Deaf people consider embarrassing behavior.
- Students demonstrate awareness that they also have a culture, by comparing sample daily activities in Deaf culture and their own.
Examples: Comparing ways of waking up; identifying different ways peers greet each other; watching video logs to see what Deaf students do after school.
- Students examine the relationship between cultural perspectives and practices, such as celebrations, work habits, and play by analyzing selected practices from Deaf culture and their own culture.
Examples: Understanding that clothing worn by Deaf people is often solid or darker colors that avoid distracting designs; comparing the different types of cultural holidays, such as Founder's Day and Laurent Clerc's birthday; identifying the influence of sight and sound on games.
- Students examine the relationship between cultural perspectives and expressive products by analyzing selected products from the Deaf culture and their own.
Examples: Creating artwork that conveys biculturalism; comparing perspectives between the ASL poem *To a Hearing Mother* with the poem *You Have to Be Deaf to Understand* written in English.

Sample Progress Indicators, Grade 12

- Students identify variations in musical rhythm and instrumentation used in Deaf performances.
Examples: Signing rhythms used in *Rathskellar*; exploring the relationships between pace and intensity in the *Bison Fight Song*; investigating the role of the drum at Deaf football games.
- Students compare and analyze nuances of meanings of words, expressions, idioms, and figurative language in ASL and English, or other spoken languages.
Examples: Analyzing the perspective of SORRY-TRAIN-GONE; investigating the connotations of **[insert illustration of PEA-BRAIN here]**; comparing similar expressions in other languages to DEAF-TEND-THEIRS.
- Students hypothesize about the relationship between perspectives and practices in Deaf culture and compare these with those evident in their own culture.
Examples: Analyzing settlement patterns of Deaf individuals; interviewing Deaf people on their impressions of the anecdote "all Deaf people either know or are related to each other"; investigating the value of financially supporting the Deaf community.

- Students hypothesize about the relationship between perspectives and products in Deaf culture and compare these with those evident in their own culture.
Examples: Investigating the symbolic and architectural features found in schools for the Deaf; analyzing the cultural influences on artistic products; comparing aesthetic values in films, artwork, and ASL storytelling.
- Students analyze and compare controversial issues in the Deaf community and in their own culture.
Examples: Contrasting the viewpoints of those in favor of teaching ASL to Deaf children with those who do not support the viewpoint; comparing the types of controversial issues that are "kept quiet" in Deaf and non-Deaf communities; researching the attention a controversial issue in the Deaf community receives from the non-Deaf world.

Sample Progress Indicators, Postsecondary

- Students analyze the value and role of collectivism in Deaf culture and contrast it with their own culture.
Examples: Analyzing notions of sharing information; researching attitudes towards the importance of a distinct identity; investigating the value of marrying people who share the same cultural background.
- Students compare the ways in which current events are covered in the Deaf culture and in their own culture's press.
Examples: Comparing information found in ASL news broadcasts and those from non-Deaf sources; analyzing the influence of audism in editorials and news coverage; investigating patterns of benevolent paternalism in materials covering Deaf individuals.
- Students compare thematically similar ASL and English films, television programs, or texts, focusing on specific cultural practices.
Examples: Comparing *Eyeth* and Sir Thomas More's *Utopia*; analyze similarities and differences between *The G-Files* and *The X-Files*; contrasting visual and aural-based cinematic techniques in *Vital Signs* and non-ASL films.
- Students investigate the unwritten rules present in society that impact perceptions of Deaf people and Deaf culture.
Examples: Comparing the pathological / medical view of deafness with the cultural model; researching opposing viewpoints regarding the nature of disability and deafness; analyzing the effects of paternalism on Deaf culture.
- Students analyze and discuss the relationships between products and perspectives in Deaf culture and contrast these with their own.
Examples: Comparing the value ascribed to schools for the Deaf versus that ascribed to schools for non-Deaf individuals; analyzing Gallaudet University as a symbol of Deaf culture; researching the role of art as part of cultural identity among Deaf and non-Deaf individuals.

Comparisons**Goal Five****Use American Sign Language to Participate in Communities at Home and Around the World****Standard 5.1 Students use American Sign Language within and beyond the school setting.**

This standard focuses on American Sign Language as a tool for communication with other ASL users throughout one's life in school, the local Deaf community, and as the *lingua franca* of the wider Deaf World. ASL is not an international sign language; however, it is often the third or fourth language used by Deaf individuals around the world. The plausibility of encountering ASL users at home and abroad allows students to apply what they have learned in ASL courses and recognize the advantages of being able to communicate in more than one language. Thus, they develop an understanding of the power of language. As students have opportunities to use ASL in response to real-world needs, they seek out situations beyond the school in which they can apply their language and culture skills. Advanced learners of ASL are able to use ASL as a life-long tool for communication in their personal and professional lives.

Sample Progress Indicators, Kindergarten

- Students learn ASL vocabulary for community locations and personnel.
Examples: Taking a field trip to a fire station; learning about emergency services personnel, such as police, firefighter, and doctors; identifying transportation centers including train stations, car washes, and airports.
- Students view Deaf guest speakers on a variety of topics.
Examples: Learning about technological equipment used by Deaf people; viewing live storytelling; watching a skills demonstration of a hearing ear dog.
- Students perform a skit or short songs in ASL at a school and/or community events.
Examples: Singing Happy Birthday; participating in holiday celebrations; using signs and mime to perform about zoo animals.

Sample Progress Indicators, Grade 4

- Students participate in conversations with native with ASL users about everyday matters and daily experiences.
Examples: Expressing birthday wishes via videophone; creating a video email to confirm attendance at a party; sharing information about extra curricular activities.
- Students identify professions that require proficiency in ASL.
Examples: Identifying professions including ASL education, school administrator, or interpreter; exploring the benefits of knowing ASL when working in noisy or loud environments; hypothesizing about occupations where ASL proficiency can be useful.

- Students communicate simple messages in ASL to Deaf people in the community and abroad concerning everyday matters and daily experiences.
Examples: Exchanging video emails with Deaf students from other countries who are also learning ASL; leaving messages about weekend plans; confirming the date and time.
- Students participate in special performances that demonstrate an understanding of Deaf culture.
Examples: Demonstrating Deaf music (drumming); sharing simple handshape poems; exhibiting student recreations of Deaf art.
- Students invite community members to participate 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 guest speakers to tell a funny story; having a Deaf acting troupe provide entertainment.

Sample Progress Indicators, Grade 8

- Students use ASL to communicate with peers and other members of the Deaf community about daily life, various experiences, and special events.
Examples: Exchanging video letters and emails about school and life with Deaf peers; giving a presentation on a recent vacation; explaining a traditional family celebration.
- Students interact with ASL users in the Deaf community to learn about community relations and possible future career options.
Examples: Interviewing a person who uses ASL in their work and summarizing the information for classmates; researching occupations common in the Deaf community; investigating how Deaf people are viewed by the student's community.
- Students use ASL to plan activities that benefit the school or community.
Examples: Organizing a school fundraising event with an ASL theme; hosting a Deaf art show; performing ASL poetry at school talent nights.
- Students use ASL to participate in communication activities and projects with Deaf peers outside of school.
Examples: Volunteering at a local community center; visiting Deaf senior citizens at a hospice; organizing a Silent Dinner or ASL Chat event.
- Students invite community members to participate in ASL or Deaf related school events.
Examples: Guest speaking on career options; providing ASL tutoring; giving a demonstration of an ASL story.

Sample Progress Indicators, Grade 12

- Students use ASL to communicate with members of the Deaf community about personal interests or community and world events.
Examples: Creating a video log entry about community news; visiting ASL internet-based chat rooms

to discuss topics important to Deaf peers; making plans to attend a Deaf-related exhibition.

- Students use ASL to interact with or help newcomers to the school and community.
Examples: Serving as mentor to a Deaf newcomer to the school, assisting him/her in learning about the school culture and making new friends; volunteering to assist recent Deaf immigrants; providing outreach to hearing families with young Deaf children.
- Students participate in school-to-work projects or career-exploration activities in areas that require proficiency in ASL.
Examples: Exploring a summer volunteer project at a Deaf cultural center and/or summer camps for the Deaf; investigating degree programs that offer advanced ASL studies; attend a career fair with a group of Deaf peers.
- Students communicate in ASL with Deaf community members from other countries about specific issues related to the local community.
Examples: Interviewing Deaf people about their impressions of the attitudes of society at large here in America; giving a presentation on differences between ASL and other foreign sign languages; conducting a needs assessment.
- Students perform on an ASL-related theme for a school or community celebration or event.
Examples: Participating in a Deaf Awareness Week skit; acting in a play with Deaf peers; sharing original ABC, handshake, and number stories at a community event.

Sample Progress Indicators, Postsecondary

- Students explore careers that require proficiency in ASL and Deaf culture.
Examples: Undertaking an internship at a school for the Deaf; job-shadowing members of the Deaf community to learn occupation-specific vocabulary, expressions, and protocol; interviewing Deaf job-placement specialists.
- Students communicate with members of Deaf communities regarding personal, vocational, and professional interests or community and world concerns.
Examples: Creating video logs; researching the benefits of bicultural education; researching and proposing solutions to community needs.
- Students participate in student exchange programs at ASL-using schools and / or interact with American or international Deaf students at their institution.
Examples: Becoming discussion partner with an international Deaf student learning ASL; socializing with Deaf peers who use ASL; exploring the benefits of participating in student exchange programs.
- Students actively participate in Deaf community events.
Examples: Tutoring Deaf children and teenagers; engaging in community activism; organizing, planning, and attending Deaf events.
- Students provide their services to the Deaf community.
Examples: Interpreting in non-professional settings; helping coordinate an open house at a school for the Deaf; organizing leisure trips with other ASL users.

- Students present reports and provide information on stories, plays, films and current events to others through a variety of media.
Examples: Providing synopses of films submitted to a Deaf film festival; giving a formal presentation to a Deaf board of directors; promoting an upcoming event on a video log.

Standard 5.2 Students show evidence of becoming life-long learners by using American Sign Language for personal enjoyment and enrichment.

This standard emphasizes becoming self-motivated, life-long learners of American Sign Language by taking a personal interest in the language and Deaf culture, for purposes of entertainment, acquiring information and interacting with ASL users. As students develop their language and culture proficiency, they gain confidence to interact with members of the Deaf community and establish interpersonal relationships. Personal appreciation of and experience with the language and culture make life-long learning of ASL attainable.

Sample Progress Indicators, Kindergarten

- Students play games or other social activities typical of Deaf children.
Examples: Playing *Grab a Seat!*; playing the *Fruit Basket* game; playing *ASL Tales and Games for Kids* videogames.
- Students watch ASL videos or cartoons for enjoyment.
Examples: Viewing ASL cartoons designed for young Deaf children; looking at illustrated texts in ASL; watching *Say It With A Sign* materials.
- Students help prepare and sample foods featuring handshapes.
Examples: Creating [image of ILY handshape here] cookies; making sandwiches in the open-5 handshape; using fruit as shapes to outline the first initial of a name.
- Students engage in art activities centered on Deaf culture.
Examples: Creating [image of ILY handshape here] mobiles and collages; using fingerspelled letters in artwork; coloring in coloring books designed for young Deaf children.
- Students develop awareness of rhythm, vibration, and lighting.
Examples: Exploring the vibrations caused by beating on different materials; creating rhythm through dance, drums, and other materials; playing games where lighting is used, such as the *Grab a Seat!* game.

Sample Progress Indicators, Grade 4

- Students use various media in ASL for personal enjoyment.
Examples: Playing ASL video games; viewing humorous skits and stories; watching ASL cartoons.
- Students participate in recreational activities that reflect Deaf culture.
Examples: Attending a KODA camp; playing on a Deaf sports team; playing with Deaf peers.

- Students play instruments, sign songs, and play games that reflect Deaf culture.
Examples: Experimenting with vibrations by playing on drums; playing the game *Sign It!*; sign simple songs using handshape rhymes.
- Students plan imaginary travel to *Eyeth*.
Examples: Selecting clothing to pack; outlining daily activities; discussing transportation types of travel to *Eyeth*.
- Students attend a children's play, puppet show, or storytelling presented in ASL.
Examples: Attending a play at the school for the Deaf; viewing live storytelling; visiting an event for Deaf children.

Sample Progress Indicators, Grade 8

- Students view materials and / or use media in ASL for enjoyment or personal growth.
Examples: Viewing stories from online archives; using video games as a fun way to practice ASL; viewing ABC, handshape, and number stories.
- Students exchange information about topics of personal interest with ASL users.
Examples: Using a videophone to communicate with others; sharing information in a video pen pal format; visiting the local school for the Deaf to interact with peers.
- Students establish and / or maintain interpersonal relationships with ASL users.
Examples: Socializing with Deaf mainstreamed students; volunteering at a Deaf daycare; communicating with Deaf neighbors.
- Students engage in activities related to personal interests gained from exposure to ASL and Deaf culture.
Examples: Creating ABC, handshape, and number stories; retelling ASL poetry; creating Deaf art.
- Students attend cultural events or social activities that reflect Deaf culture.
Examples: Attending ASL storytelling festivals; participating in Deaf sports organizations; visiting Deaf picnics.

Sample Progress Indicators, Grade 12

- Students attend cultural events or social activities that reflect Deaf culture.
Examples: Participating in an ASL social with members of the Deaf community; attending an ASL storytelling event; visiting major ASL-related exhibits.
- Students access various media in ASL for enjoyment or personal growth.
Examples: Viewing jokes and humorous stories; watching and listening to ASL renditions of popular songs; viewing online news presented in ASL.
- Students act as volunteers or mentors to younger learners of ASL.

ASL National Standards First Draft

Examples: Presenting short lessons on various topics; providing tutoring assistance to struggling learners; serving as role models for younger ASL learners.

- Students plan real or imaginary travel, events, and forums.
Examples: Hosting the activity, *It's a Deaf Deaf World*; planning travel to Eyeth or areas of Deaf-related historical interest; organizing community forums and events.
- Students establish and / or maintain interpersonal relations with ASL users.
Examples: Developing friendships with Deaf peers; forming video pen pal relationships with other ASL users; working with Deaf agencies, organizations, and associations.

Sample Progress Indicators, Postsecondary

- Students continue to view and analyze major works of ASL literature and culture.
Examples: Gathering favorite selections of ASL poetry; attending local ASL storytelling festivals; collecting works of Deaf art.
- Students continue to develop their worldview through participating in Deaf cultural events and conferences at local postsecondary institutions.
Examples: Attending workshops on Deaf culture; participating in ASL and Deaf Studies conferences; organizing a panel discussion on current events in the Deaf community.
- Students travel to places of importance to Deaf people for leisure and education.
Examples: Studying at Gallaudet University; examining the archives collection at the American School for the Deaf; journeying to France to learn more about the background of Laurent Clerc and the birthplace of Deaf culture, St. Jacques.
- Students maintain a collection of books related to Deaf culture on topics of personal interest.
Examples: *Black and Deaf in America*; *Journey into the Deaf World*; *American Deaf Culture: An Anthology*.
- Students create web sites and video logs in ASL that continues dialogue and discussion about ASL and Deaf culture.
Examples: Sharing thoughts in ASL on online forums related to Deaf culture; posting stories to web archives; developing a personal web site to participate in discussion of current events within Deaf culture.

[End of ASL Standards]

Additional Notes & Comments

(not to be included in the document)

Introduction

Include these topics

Discuss Deaf Culture. Not each deaf person considers him/herself part of Deaf culture.

Not sub-culture

Cultural behaviors in Deaf culture are foreign to non-deaf individuals

Common misperception is that there is no distinct Deaf culture since there is no unique food or dress etc

A common misperception is that there is no body of literature in Deaf culture. Have ASL lit, lit by Deaf authors

Emphasize: ASL is not an easier language to learn

The focus of this document is on capital “D” (Deaf) and ASL users, nothing more.

Briefly mention Stokoe’s work, ACTFL’s recognition of ASL as distinct language in early 1990’s.

Briefly mention Deaf history (e.g., Martha’s Vineyard, Gallaudet and Clerc, etc.)

The benefits of learning ASL, new window on the world, professional and vocational goals.

Reasons we included kindergarten to postsecondary include 1. More and more hearing babies are learning signs at a young age; 2. More ASL programs offered in elementary and middle schools to complement existing programs in high schools and colleges; 3. More examples are provided since ASL is a different modality

The standards in this document do not measure the auditory aspect such as deafness. Rather, it focuses on the language skills and knowledge of culture using all five C’s.

Enrollment number growing in the field of ASL

(Something about this comment: “Why does ASL matter anyways? Deaf people are getting implants, etc...” Response: “Similarly, English is becoming the dominant world language.

Does that mean we should stop teaching French, German, etc.?”)

Briefly mention of History of ASLTA, their certification system, for many years ASL had to “police” themselves; therefore, having their own certification system was critical and still is...

Regardless of class size, it is essential all students be able to see each other at all times in the classroom (smaller classroom size – see ASLTA’s position paper). Same for class frequency (number of times class should meet per week, etc).

Explain the recursive concept. Many things introduced in kindergarten will continue to spiral throughout college.

Briefly describe how this project got started and the history behind it.

Do NOT mention assessments, pilots, etc. Keep this simple and neutral.

Sidebars

(place this in Standard 1.2)

Viewing & Comprehending: What is the Difference?

(to be completed)

Viewing communication: passive

Comprehending communication: More active, attending

(clarify: what are the implications of passive vs. active attending? Give example?) Define attending here vs. watching? See SPI, Grade 8, #5 example

Explain what Deaf World means [add in side bar somewhere]

What is music? (rhythm, vibrations, drumming, etc) need for 2.2, grade 8 area
[ADD SIDEBAR & EXPLAIN WHAT MUSIC MEANS TO DEAF PEOPLE LIKE DRUM, VIBRATIONS, RHYTHM, VISUAL LIGHTING].

Veditz’s quote

What is De’ VIA?

Select three more possible quotes for use

Explain what capital and lowercase letters (D and d) mean

ASL facts (statistics, demographics information on enrollment growth, trends, etc.)

Need

Illustration of the ILY handshape for kindergarten, 2.2

Illustration of THINK-HEARING for postsecondary, 2.2

Illustration of THINK ME NOTHING for postsecondary, 2.2

Illustration of PEA-BRAIN for grade 12, 4.2

Universal symbol of deafness for 2.1, kindergarten

To do

Standardize VLOG or video blog throughout document

Complete 1.3, Grade 4 entry:

- Students dramatize familiar ASL stories, fairy tales, or poems. (NOT DONE)
Examples: FIND NAME OF PRODUCT (who performs ASL/ Deaf culture-centric versions of famous fairy tales? Linda Bove? Little Red Riding Hood with the signing wolf; Billy Seago? Simon Carmel?); Clayton Valli's poem " find one "; Billy Seago's story, " pick one ."

Complete 1.3, Grade 12 entry:

Students demonstrate understanding of how signs are modified by using inflection. Examples: Pronominization, Directionality (Verb Agreement) and Locational [**CHECK GREEN BOOK**].

Complete 1.3, Grade 12 entry:

Students analyze the nuances of body part classifiers and incorporate a range of perspectives to suit the message.

Examples: Head and limb classifiers; perspective; movement classifiers. [FOLLOW-UP WITH PATTY LESSARD's TERMINOLOGY].

Finalize acknowledgements list: ASLIE at NTID, FALSTA, NCIEC, ASLTA, ACTFL, SCB, Marjorie (lady from California), reviewers (to be announced), CABER at Gallaudet University (??), Central Piedmont Community College and others as they come up.