

# Standards for Learning American Sign Language

*A Project of the American Sign Language Teachers Association*

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# Standards for Learning American Sign Language

## **Communication** ..... **GOAL ONE**

### *Communicate in American Sign Language*

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

**Standard 1.2** Students comprehend and interpret live and recorded American Sign Language on a variety of topics.

**Standard 1.3** Students present information, concepts, and ideas in American Sign Language to an audience of viewers 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**

### *Use American Sign Language to Connect with Other Disciplines & Acquire Information*

**Standard 3.1** Students reinforce and further their knowledge of other disciplines through 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 languages.

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

## **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 lifelong learners by using American Sign Language for personal enjoyment and enrichment.

## Standards for Learning American Sign Language (ASL) in the 21<sup>st</sup> Century

*“As long as we have Deaf people on Earth, we will have sign language.”*  
George Veditz, 1913

### The Current Status of Teaching and Learning ASL in the United States

Sign languages have existed among deaf people in the United States since colonial times. With the founding of the American School for the Deaf in 1817, American Sign Language (ASL) began to standardize and spread through the network of schools for the deaf established across the United States. One of the original goals of the National Association of the Deaf (NAD), founded in 1880, was the preservation of ASL. Among NAD’s earliest projects was to use the then new technology of motion pictures to record for posterity samples of ASL. NAD sought to preserve samples of oratory styles common to that period of time in recognition of their historical value. The quotation above is taken from the best known of these films, featuring George W. Veditz, the 7<sup>th</sup> President of NAD, giving a speech on the cultural and historical value that Deaf people place on ASL. The topic of this speech, *“The Preservation of Sign Language,”* demonstrates that ASL embodies the rich cultural and historical tradition of deaf people in America. Storytelling, folk traditions and respect for the language have long been core values of Deaf people and Deaf culture.

#### Big “D”, Little “d”

Throughout this document, the word “Deaf” is capitalized when referring to the culture and community of the Deaf. This convention highlights the difference between the cultural affiliation of identifying with a like group of people with a shared history, traditions, and language, and the audiological condition of not hearing. The lower case “deaf” refers to the physical nature of being deaf, as well as to those deaf individuals who do not identify with Deaf culture.

The Civil Rights movement of the 1960s was part of a confluence of events that led to a more widespread appreciation for the language and culture of Deaf Americans. One significant event was the groundbreaking research of Dr. William Stokoe and other linguists, that proved the signing of Deaf people was rule-governed, like spoken languages. As interest in ASL increased, colleges and universities began offering ASL and Deaf Studies courses as academic subjects. The first complete program in Deaf Studies was established at California State University, Northridge in 1975, under the direction of Dr. Lawrence Fleischer. Also in 1975, a teacher’s organization was formed that today is known as the American Sign Language Teachers Association (ASLTA), whose mission is to promote the development of ASL curriculum and instruction, and ensure the qualifications of ASL teachers.

The number of K-16 schools offering ASL has grown exponentially over the years. The Modern Language Association’s 2007 report discovered enrollment in ASL courses at the post-secondary level had increased by nearly 600% between 1998 and 2006. The 2010 MLA report revealed further growth in ASL with enrollments increasing an additional 16% between 2006 and 2009 making ASL the fourth-most enrolled language in higher education, behind Spanish, French, and German. At the secondary level, public school enrollments increased by 42.7% between 2004 and 2008. Today ASL is an increasingly viable and popular option for second language learners at all levels.

## **Paths to ASL**

ASL is different than many other foreign languages in that its country of origin is the United States. Another difference is the mechanism by which it is passed from one generation to another. Most deaf people have hearing parents who are not fluent, or in many cases, even familiar with, ASL. This unique circumstance leads to Deaf people acquiring ASL in ways that are very different from the way that most people acquire their native language. For the small minority of Deaf children whose parents are Deaf, ASL acquisition happens naturally, but for the majority, first exposure to ASL comes in a variety of circumstances. Some Deaf children attend residential schools where ASL is used by their teachers, peers, and caregivers. Other Deaf children attend public schools where they may learn ASL from their interpreters or peers. Still other Deaf children attend programs where English speech is the language of instruction, and learn ASL only after they are adults and become assimilated into the Deaf community. Regardless of the path by which they enter the Deaf community, ASL is the primary language used by Deaf people within their culture.

Heritage language learning is an emerging issue in ASL instruction. The formal instruction of ASL to deaf students is a very recent phenomenon, as is the availability of ASL instruction in K-12 settings for hearing children of Deaf parents. Heritage language learning is an important and developing interest in the field of ASL teaching and learning.

## **History of ASL in the United States**

Signed language is the natural form of language for Deaf people throughout the world. References to sign language and deaf people date back 5000 years to the time of Hammurabi (Bender, 1970). Like spoken languages, signed languages develop and become standardized as separate and distinct languages. These indigenous signed languages are neither derivative of nor dependent on the spoken languages of their respective countries.

Accounts from early American history document the use of sign language among Deaf people. There were thriving communities of Deaf people and sign language users dating back to the 1600s in places like Martha's Vineyard in Massachusetts (Groce, 1985) and Henniker, New Hampshire (Lane, 1984). The Deaf community marks the founding of the American School for the Deaf (ASD) in Hartford, Connecticut, in 1817 by Laurent Clerc and Thomas Hopkins Gallaudet as a watershed event in the history of Deaf people. In this first permanent school for the deaf in America, Clerc's French Sign Language blended with earlier forms of signing used by students to create modern American Sign Language.

The ASD model of education, based on instruction in sign language, was the catalyst for the founding of schools for the deaf throughout the United States. These schools became the hubs of burgeoning Deaf communities that exist to this day.

## **Characteristics of ASL**

The most striking difference between ASL and spoken language is found in the difference between sight and sound. Whereas English is an aural / oral language, ASL is a visual-gestural language created by the hands, arms, face, and body and received by the eyes. Given this difference it is not surprising that the syntactical and grammatical structure of ASL is remarkably different than that of English. At the same time, ASL has always existed within a majority English-speaking culture, which has led to significant occurrence of anglicized forms of ASL. In addition to this naturally occurring contact

between ASL and English, several artificially created sign systems were developed for educational purposes. These anglicized forms present a real challenge for students who may not recognize the difference between ASL and the English-like sign systems. To further complicate matters for students, ASL does not have a written form, and so even simple things like taking notes can give the impression that there is a direct correspondence between English words and grammar and ASL.

### Natural and Artificial Forms of Signing

It is common for two languages to blend into a third form of communication when those two languages come into frequent contact. In the case of ASL and English, this contact form has been referred to as Pidgin Sign English (PSE) or contact variety signing. This “contact form” is often misconstrued as ASL when in fact it bears the same relationship to ASL as Spanglish does to Spanish. Other forms of manually coded English exist and were developed for educational purposes to teach Deaf students written English, but none of these forms is a naturally occurring language used by a Deaf community.

The standards addressed here focus only on the natural language of Deaf people used in the United States, Canada and Puerto Rico, known as American Sign Language.

The marked differences in modality, the presence of anglicized forms, and the significant structural differences between ASL and spoken language make learning ASL challenging. Groundbreaking research used the Foreign Service Institute and Defense Language Institute standards to investigate the ease or difficulty of learning ASL. Results demonstrated that ASL to be a category 4 language. This shows ASL is among the more difficult foreign languages to learn, ranking with languages like Arabic, Chinese, and Japanese (Jacobs, 1996).

### Challenges to Learning American Sign Language

Students coming into an ASL classroom for the first time face many challenges. Apart from linguistic differences, they also encounter cultural differences. Seating tends to be arranged in a semi-circle to facilitate visual communication between students and instructors. Students cannot take notes without looking away from their primary source of information. Further, ASL instruction occurs in the target language, which can frustrate students who have the common misconception that it is possible to sign ASL and speak English at the same time. In ASL classrooms students learn to express and receive language in a physical modality rather than using aural and oral channels. Fluent ASL requires the using of the hands, eyes, face, and body. Students who are shy, not fond of calling attention to themselves, or strong

auditory learners, face special challenges in ASL classrooms.

The differences between studying ASL and spoken languages can be profound for students, and go beyond the obvious difference of a signed versus a spoken language. A fundamental component of studying ASL is learning how to communicate spatially, rather than relying on arranging words sequentially into sentences. Language features like the use of space, eye gaze, classifiers, depicting verbs, and cinematic techniques to highlight specific details within a setting will likely be foreign to most students. Additionally, ASL grammar is conveyed through specific markers produced on the face, such as grammatical markers made with the eyebrows and tilting the head. Another significant difference for students is the use of mouth movements that provide adverbial and / or adjectival information that co-occurs with and modifies the meaning of signs being produced by the hands. Because ASL uses the hands, face and body to express ideas students will be challenged to change from the linear nature of spoken language to the simultaneous expression of complex units of meaning.

Intermediate to advanced students will encounter a variety of more complex linguistic features such as role shifting in dialogues, discourse dynamics, semantic influences on message meanings, and applying appropriate prosodic features to reflect the speakers' intent and tone. Each of these features unique to ASL originate with the modality difference between speaking and signing, thus presenting the student with a constant set of challenges as they progress in learning ASL.

In addition students of ASL learn different ways of navigating conversational interactions; for example, gaining attention, maintaining eye contact, taking and giving up the floor when conversing, positioning themselves to ensure clear lines of sight and other cultural and communicative strategies particular to ASL.

### **ASL Literacy**

Where once the definition of literacy was restricted to the ability to read and write, literacy today is more broadly defined as the ability to function in a culture. Like many world languages ASL has no written form. Therefore standards in other languages for reading and writing do not necessarily apply in the same way to the study of ASL. The lack of a written form does not preclude literary uses of ASL. Similar to oral traditions in spoken languages, ASL users engage in storytelling, poetry, drama, humor and folklore. There are emerging schools of thought that point to similarities between the skills needed in writing and the skills needed to compose recorded ASL products, such as video recordings, sign mail, and films.

What Does ASL Literacy Mean?  
In the field of ASL there is emerging discussion regarding how to discuss students' knowledge and competence with ASL. The term "signacy", parallel to the meaning of literacy for reading and writing, has been suggested. One can think of students' developing skills to express and receive ASL as developing their signacy skills.

### **Deaf Culture in the 21<sup>st</sup> Century**

To learn a language requires an understanding of and appreciation for the culture of the people who use that language in their daily lives. The study of ASL necessarily includes exposure to the cultural values, beliefs, and practices of Deaf people. Historically this meant attending any of the numerous Deaf clubs, social gatherings, and events where Deaf people get together. Traditionally these places were where Deaf people shared information, collective wisdom, and nurtured their sense of community - all of which was made possible through the use of ASL.

While many of these same opportunities are still available, the advent of technology has had an enormous impact on the Deaf community. Access to communication and information through ASL news vlogs, captioning, video relay interpreting, electronic communication and social media has changed the way Deaf people interact. As the Deaf community continues to adapt to technological advances, teachers and students of ASL likewise will need to find creative ways to access the rich and vibrant culture of Deaf people.

Today Deaf people are well represented in all walks of life. Deaf doctors, lawyers, entrepreneurs, financial consultants, educators, writers, artists, and entertainers have raised the level of visibility of Deaf people in society. Technological advances have brought Deaf people into the mainstream of contemporary life. This has led to an increased interest and awareness among hearing students of the many possibilities for career and personal fulfillment to be found in the study of ASL and Deaf culture.

## **The Standards for Learning ASL in the 21<sup>st</sup> Century**

The growing popularity of ASL has made the need for learning standards imperative. The *Standards for Learning American Sign Language* was made possible through the collaborative effort of the American Sign Language Teachers Association (ASLTA) and the National Consortium of Interpreter Education Centers (NCIEC), with the encouragement and additional financial support of the American Council on the Teaching of Foreign Languages (ACTFL). The committee members and reviewers represented K-16 ASL instructors.

The American Sign Language National Standards committee was organized and began working in May of 2007. The committee included a diverse group of ASL teachers, curriculum designers, and consultants with experience at every level of ASL instruction from K-12 through graduate school. A draft of these standards was completed in August of 2008 and sent out for review by ASLTA members nationwide, as well as other ASL content specialists and teachers. Feedback on these standards was solicited at numerous conferences, workshops, and national and regional meetings between 2010 and 2012. The final draft of these standards was completed in 2012 and circulated within the profession. Every effort was made to ensure that this document was the product of the ASL teaching profession.

### **The Nature of the Document**

The standards are intended for teachers and administrators of American Sign Language in K-16 educational settings. They do not constitute a curriculum or syllabus, and should be applied with flexibility in mind. The standards reflect the framework of communicative modes as established by ACTFL and incorporate the goals of the 5 C's of foreign language instruction—Communication, Cultures, Connections, Comparisons, and Communities. The standards follow a spiraling methodology, with topics and skills visited and revisited with increasing complexity as learners develop greater proficiency.

Administrators, ASL teachers, and curriculum developers are encouraged to use these standards in the development and revision of current and future ASL programs. The sample progress indicators contained in these standards can be adapted for learners with different backgrounds and levels. The standards are also applicable to heritage learners. The progress indicators include benchmarks for knowledge and performance of ASL learning at grade levels K, 4, 8, 12, and 16. One purpose for the publication and dissemination of these standards is to facilitate the inclusion of ASL in curriculums at all levels of education.

### **Adapting the Sample Progress Indicators to Reflect Multiple Entry Points**

The sample progress indicators at each level (K, 4, 8, 12, 16) allow for a broad range of student achievement. These indicators are used to demonstrate typical progress of students in well-articulated ASL programs. The length of a program and the level at which students begin their study of ASL will have significant impact on the overall level of competency and proficiency students will likely achieve. However, students enter the study of ASL at different ages, grades, and levels and with different backgrounds and sets of experiences. Students entering the study of ASL at the secondary or postsecondary level will need progress indicators more appropriate to novice learners, while some heritage learners, for example, may satisfy indicators more typical of work at the postsecondary level.

Educators will notice a spiral approach to the topics and sample progress indicators in this document. Students learning ASL at lower grade levels will be exposed to concepts at a simplified degree of

difficulty, while students at higher grade levels are exposed to the same linguistic and cultural features but at a deeper and broader level. It is important to note that the materials and tasks selected by the instructor will vary in difficulty based on the setting, age of the student, and objectives. Naturally, a college-level course will require more extensive materials than those presented to an elementary or high school student even though they may be working on the same linguistic or cultural topic.

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**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. Since students may have the opportunity to communicate in ASL with native users within their local communities, learning a variety of registers and interacting in a culturally appropriate manner is essential. In addition to the cultural and linguistic elements needed for face-to-face communication, the rapid growth in use of videophone technology indicates that students must develop a deeper understanding of ASL discourse, use of space, and cultural considerations that affect 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 distinguish handshapes by identifying similarities or differences between signs.  
Examples: Playing rhyming games; preparing short ABC and handshape stories; participating in handshape matching games.
- Students dramatize 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 apply spatial referencing skills and basic pronominal awareness.  
Examples: Using deixis to refer to objects; using tracing classifiers to outline shapes; identifying personal and possessive pronouns.
- Students describe their 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 express simple two-to-three sentence utterances 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; demonstrating attention-getting strategies; describing simple step

by-step activities.

- Students tell a peer an opinion about family, school, and recreation.  
Examples: Communicating on a videophone; exchanging opinions about school; conducting peer interviews on a popular topic.
- Students discuss personal likes and dislikes on topics such as athletes, films, books, food, and holidays.  
Examples: Conducting questionnaires; listing and contrasting preferences; making comparisons between different opinions.
- Students show Deaf related products, such as Deaf art or technical equipment used by Deaf people (i.e., pagers, alarm clocks, doorbells, smoke alarms), and share opinions.  
Examples: Commenting on Deaf art; discussing contributions made by Deaf people to 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; demonstrating culturally appropriate and 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 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: Gathering information at Deaf awareness exhibitions; visiting an open house at a school for the Deaf or local program with Deaf students; 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 original ASL poem.
- Students discuss and develop possible responses to the pathological view of being deaf.  
Examples: Researching and proposing strategies to promote understanding of Deaf culture; survey Deaf community members on a current issue; comparing the perspectives of opposing views.
- Students demonstrate understanding of ASL sociolinguistic elements such as regional signs, racial and ethnic sign variation, and gender influences on sign style 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, Deafblind).
- 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; listing examples of audism or linguisticism; synthesizing the major events that have impacted the Deaf community.

## Sample Progress Indicators, Postsecondary

- Students communicate about the impact of audism and linguisticism in the Deaf community.  
Examples: Interviewing Deaf people about audism and linguisticism; discussing what audism means to different Deaf people and why; analyzing the impact audism has on Deaf/non-Deaf relations and perceptions about Deaf people.
- 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 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 oralism and the 1880 Milan Conference; debating controversial issues; discussing the place and role 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 but not deaf infants and children.

- Students discuss the possible ways Deaf individuals may appear in their professional careers, and brainstorm how ASL proficiency can be beneficial.  
Examples: Commenting on the benefits of bilingualism in various careers; interviewing Deaf individuals about their experiences in various professional settings; role-playing making accommodations and modifications to common professional procedures when interacting with Deaf clients or patients.

## **Standard 1.2      Students comprehend and interpret live and recorded American Sign Language on a variety of topics.**

Standard 1.2 reflects the importance of comprehending 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 signed messages. 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 recorded communication occurs. Because students tend to better understand material with which they have some familiarity, viewing and comprehending for most students will be aided by exposure to recorded communication that reflects their content knowledge and personal interests.

### **Sample Progress Indicators, Grade K**

- Students view age-appropriate television programs that feature ASL and Deaf characters.  
Examples: Watching *deafplanet*; viewing programs such as *Blues Clues*; watching programs designed for young Deaf children, such as *Dr. Wonder's Workshop*.
- Students develop visual and kinesthetic rhythm.  
Examples: Drumming in time to flashing light; viewing *The House that Jack Built*; playing the *Hot Potato!* game or *Grab a Seat* game.
- Students identify people and objects in their natural surroundings using ASL in live or electronic formats.  
Examples: Identifying teachers and classroom assistants; pointing correctly to a classmate based on a description; following simple recorded 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 view presentations on age-appropriate topics.

Examples: Selecting a picture of an animal based on a description; viewing a recorded 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 and retelling the events in sequential 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; commenting on presentations by peers about hobbies and favorite activities; responding to online ASL 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: Viewing daily bulletins in ASL; creating a school schedule for a student based on recorded preferences; viewing a peer's ASL vlog.

- 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 presented in ASL; comprehending jokes and humorous stories; commenting on symbols found in De'VIA artwork.
- Students analyze the main plot, subplot, characters, physical descriptions, and meaning in authentic literary materials.  
Examples: Viewing ASL films; watching plays and performing troupes; interpreting Deaf 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 ASL 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 use of symbolism and color in works by Iris Aranda; hypothesizing about metaphors used in Susan Dupor's *Family Dog*; examining the style of David Call.
- Students demonstrate the ability to analyze variety in sign styles in live and recorded materials and to understand their significance.  
Examples: Comparing the signing styles of people appearing in different products, such as artwork, stories, or films; 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 Sign Language*; discussing topics from *DeafNation*; 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 presentations; attending workshops; discussing storytelling.
- Students identify, analyze, and use 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, concepts, and ideas to an audience of viewers in American Sign Language.**

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 signing style, and particular 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. 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 rhymes, 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 from ASL eBooks; 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 video pen pals;

leaving an invitation to a birthday party; making a simple 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 school events.  
Examples: Delivering a video bulletin; making announcements about Deaf Awareness Week; recording 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; composing a video pen pal letter.
- Students dramatize familiar ASL stories, fairy tales, or poems.  
Examples: Re-enacting fairy tales told from a Deafcentric perspective; presenting Clayton Valli's poem *Snowflake*; retelling a selection from Billy Seago's *Stories from the Attic*.
- 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 with inflections.  
Examples: Using distributional signs to ask the audience for questions after a brief presentation; including directionality when explaining a news story; applying the temporal aspect to a personal experience.
- Students analyze the nuances of body part classifiers and incorporate a range of perspectives to suit the message.  
Examples: Analyzing head and limb classifiers; commenting on perspective changes in ASL films and stories; applying movement classifiers to a personal narrative.
- Students prepare research-based reports in ASL on current events and culture relevant to the 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 local Deaf demographics; sharing unique life experiences; expressing opinions on a variety of topics.
- Students create stories, skits, and plays and perform them for an audience.  
Examples: Dramatizing significant 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 vlog 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* story; commenting on artistic themes in De'VIA works; sharing opinions about ASL literature and film that comment on Deaf and hearing relationships.

- Students give presentations in ASL on research based investigations of current events from the perspectives of sub-groups within the Deaf community.  
Examples: Analyzing educational trends of Deaf children; presenting 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 personal opinions and present them.  
Examples: Researching the pathological versus cultural model of being Deaf; 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.

**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.**

Many American Deaf individuals share a unique bicultural bond since they function in both American 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 the ASL students' own culture. 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 to 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 various ways to obtain a classmate's attention; 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; inviting a Deaf guest speaker to answer common questions about being Deaf.

## 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.  
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 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; texting and / or using ASL to communicate on a mobile phone.

- 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 *Bison Fight Song*; viewing performances or video clips of the Gallaudet Dance Company and Rathskellar; and D-PAN (Deaf Professional Arts Network) 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 formal and informal Deaf community events open to the public; knowing how to alert Deaf people to environmental sounds and noises; interacting with Deaf customers or coworkers in the workplace.
- Students identify, analyze, and discuss patterns of behaviors and / or interaction in the context of Deaf culture.  
Examples: Observing patterns in ASL films; viewing personal vlogs and online news presented in ASL; reading printed materials about Deaf culture such as NAD Mag or Deaf Life.

## **Sample Progress Indicators, Postsecondary**

- Students examine the cultural value of cooperation used to meet the needs of Deaf community members through local and national organizations established for, and run by, Deaf leaders.  
Examples: Investigating retirement communities 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, the National Council of Hispano Deaf and Hard of Hearing or Deaf Seniors of America.
- Students explore perceptions of various Deaf sub-groups related to their cultural and self

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 or the larger hearing community; analyzing the self-perceptions of individuals with bicultural or multicultural identifications (e.g., Black Deaf, LGBTQIA, Deafblind, Deaf with disability) and how they are perceived by the wider Deaf community; investigating the process of identifying with American 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 tight-knit relationships; investigating the perceptions and attitudes Deaf people have regarding cultural kinship; discussing why exchanging personal information is valued.
- Students analyze contemporary issues in the Deaf World, such as education, employment, audism, linguicism, 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 describing 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 games. Examples: Using animated video games and picture books designed for Deaf children; 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  handshape cookies; role playing with the Signing Bear stuffed animal; personalizing t-shirts with the ASL alphabet and / or numbers.
- Students recognize fundamental themes of Deaf culture.  
Examples: Understanding the concept that some people “hear” with their eyes; creating artwork focusing on hands; understanding how Deaf people are different yet similar to hearing people.
- Students learn about symbols that reflect Deaf culture.  
Examples: Understanding the simple meaning of ; 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 games played by Deaf peers.  
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: Examining 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 sculpture; exploring the work of Douglas Tilden; examining accessibility products such as videophones, pagers, and visual alert systems.
- 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 on a map local schools for the Deaf or nearby public schools with Deaf students.

### Sample Progress Indicators, Grade 8

- Students identify and learn about expressive products of Deaf culture, such as stories, poetry,

art, and 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; watching films produced by Deaf filmmakers such as Peter Wolf, Mark Wood, and Laura Harvey.

- Students study and produce simple forms of various products of Deaf culture such as poetry, art, and film and develop an appreciation of these cultural products.  
Examples: Developing ABC and number stories; creating art; 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; reporting on Tilly Edinger's work on neuropaleontology.
- Students watch ASL films or vlogs that are popular with young Deaf people.  
Examples: Viewing films produced by Wayne Betts; watching humorous anecdotes by Deaf performers; viewing stories by Deaf peers.
- Students identify, discuss, and analyze sub-groups in the Deaf community and their themes, ideas, and perspectives.  
Examples: Discussing the film and TV programs *Love Is Never Silent* and *Switched at Birth*; analyzing the experiences of Black Deaf Americans; exploring the lives of Deafblind individuals.

## Sample Progress Indicators, Grade 12

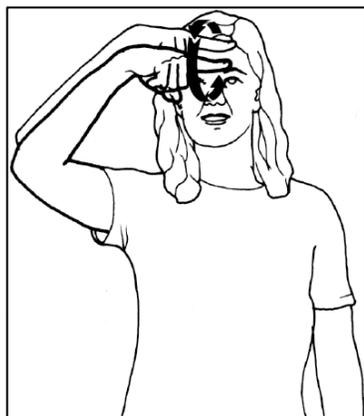
- Students learn about and participate in activities enjoyed by young Deaf adults, such as games, sports, ASL music, and entertainment.  
Examples: Playing the winking game; viewing ASL films; attending local Deaf sport events.
- Students interact in a culturally appropriate manner with Deaf people of various backgrounds in a variety of contexts.  
Examples: Welcoming guest speakers; participating in field trips; interacting with community members at Deaf events.
- Students analyze and reflect on expressive products of Deaf culture, such as stories, poetry, art, and literature, and explore the ways these products depict the lifestyles and the diverse perspectives of Deaf people.  
Examples: Analyzing Betty Miller's *Ameslan Prohibited*; viewing *Bird of A Different Feather*; critically examining works by Evon Black, Debbie Rennie, and Ella Mae Lentz.
- Students employ critical thinking in identifying and analyzing films, commercials or documentaries about Deaf people and evaluate the cultural patterns and social behaviors they demonstrate.  
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.

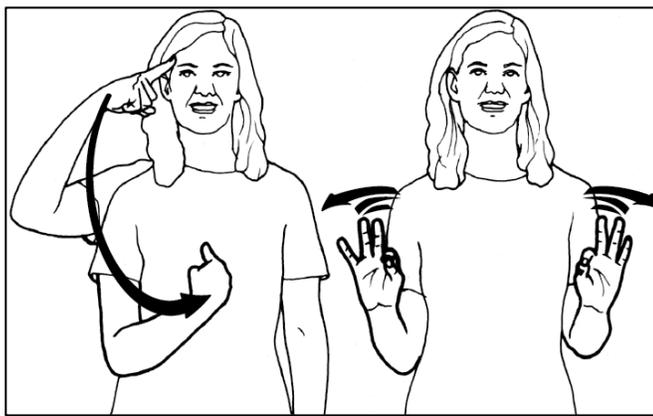
- Students expand their knowledge of the private and public life of Deaf people as they view and interpret authentic materials.  
Examples: Viewing personal ASL vlogs; analyzing position and advocacy statements presented in ASL; reading Deaf magazines and newspapers.

### Sample Progress Indicators, Postsecondary

- Students demonstrate understanding of the “unwritten rules” of Deaf cultural 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; engaging in small talk before beginning more serious discussion.
- Students study and participate appropriately in discussions with native signers about literary, social, economic, and political topics.  
Examples: Discussing how audism and linguicism may be encountered 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 Deaf or ASL films such as *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 (e.g. Fig. 1 and Fig. 2).



THINK-HEARING  
Figure 1



THINK ME NOTHING  
Figure 2

- Students become familiar with social, political, and cultural issues discussed at various Deaf-

related forums, internet sites, chat rooms, vlogs, and blogs.

Examples: Observing discussions at Deaf community events such as local forums, workshops, and conferences open to the public; 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***

### **Use American Sign Language to Connect with Other Disciplines & Acquire Information**

#### **Standard 3.1 Students reinforce and further their knowledge of other disciplines through 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. Students at all levels are able to use American Sign Language to learn and communicate with others about domain-specific content areas such as art, history, chemistry, and economics, for example.

#### **Sample Progress Indicators, Kindergarten**

- Students use American Sign Language vocabulary to refer to items and concepts learned in other subject areas.  
Examples: Showing signs for animal; describing weather; identifying food items.
- Students integrate ASL numbers when making observations about people and things.  
Examples: Counting objects; using the calendar; talking about the 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 or showing personal name signs; describing the relationships between family members.
- Students identify community locations, personnel, and transportation.  
Examples: Identifying community locations, such as school, home, and library; briefly describing the primary duties of emergency service personnel; describing the types of transportation used 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; describing the physical features of local geography; becoming familiar with major historical events.

- Students expand their knowledge of common numbering systems used in science, mathematics, and other fields.  
Examples: Giving weights of various animals; practicing multiplication and division; computing sums involving millimeters, centimeters, inches, and feet.
- Students demonstrate a general knowledge of significant contributions of Deaf people to history, the 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, and 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 related to other disciplines such as social studies, science, technology, and the arts.  
Examples: Viewing a presentation on a health topic; learning about the life of Laurent Clerc; watching ASL 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 knowledge in other subject areas on topics of personal interests.  
Examples: Identifying the parts of 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: Creating a timeline of major persons and events in Deaf history; 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, the arts, sciences, literature and other fields.  
Examples: Reading poetry and other works written in English by Deafblind poet John Lee Clark; investigating the life of the Deaf explorer, Edmund Booth; understanding the accomplishments of well-known actors, such as Phyllis Frehlich, Marlee Matlin, or Terrylene.
- Students exchange views in ASL on topics from 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 expand their knowledge of world history, politics, and economics by studying relevant events in the Deaf world.  
Examples: Comparing employment patterns of Deaf and hearing people; debating whether political candidates have records considered to be 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: Investigating the concept of Deaf Space in architecture; developing Deaf Awareness Week materials; hosting a panel discussion on current issues relevant to the Deaf community.

## Sample Progress Indicators, Postsecondary

- Students discuss topics in ASL from other courses, including concepts and issues in the humanities, sciences, and 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 personal perspectives in presentations or in class discussions on a variety of topics being studied in other courses.  
Examples: Presenting on solutions to global warming; taking pro and con stances on current issues; discussing dress code policies.
- 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 such as Maslow's hierarchy of needs; explaining significant scientific events, discoveries or advances; presenting on the challenges faced by professionals in their field.
- Students synthesize and evaluate information obtained in other disciplines to enhance their understanding of ASL and Deaf culture.  
Examples: Examining the question of whether being Deaf can be considered an ethnicity;

discussing the implications of the current Deaf education system; investigating dynamics of power and authority between a majority and minority group.

- 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 what was inaccessible into a rich, rewarding experience. In the earlier stages of language learning, students 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 themselves, 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 that fosters a positive image of being Deaf.  
Examples: Viewing stories told by acclaimed storytellers; participating in simple handshape poetry; viewing mime and visual gestural communication.
- Students view and perform simple greetings and handshape rhymes in ASL.  
Examples: Signing happy birthday songs; viewing handshape holiday stories; 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 lighting may be 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, particularly that being Deaf is a positive trait.  
Examples: Expressing joy when a Deaf child is born; sharing opinions about the benefits of being Deaf; discussing the beauty of ASL.
- Students watch and ask / answer questions about age- and developmentally-appropriate short stories, poems, and content-related materials.  
Examples: Discussing the connection between handshapes and meaning in stories; identifying characteristics of ASL poetry; discussing why vibration and rhythm are important aesthetic aspects in the Deaf community.
- 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 the interactive story *The Baobab*; 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 ASL vlogs; 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 the concept of Deaf-Gain.
- 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 ASL vlogs 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 ASL vlogs 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 being Deaf; 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 to develop deeper understanding of the concept of Deaf-Gain.  
Examples: Exploring personal ASL vlogs 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*; commenting on the meaning of *One Feather* by Manny Hernandez.

## **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 hearing individuals perceive collectivist behaviors; analyzing the

development of collective behaviors as a community survival strategy; critiquing the pros and cons of collectivism versus individualism.

- 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 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 vlogs, ASL literature, and 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 social 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 impact Deaf-Gain has on traditional hearing / deaf perspectives.

## ***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 languages.**

Students of American Sign Language discover that in addition to the different modality, most aspects of the language differ from their own native language. Beyond comparing similarities and differences between signed and spoken languages, students encounter a language designed for the eyes and hands. This profound, fundamental insight is significant in that it encourages students to begin reflecting on the nature of language at the onset of studying ASL. Recognizing that ASL is not a signed version of spoken English or any other language often creates cognitive dissonance in students, given how widespread this notion is. ASL possesses a complex set of linguistic features foreign to most spoken languages, including the use of physical space as an aspect of grammar and syntax. The visual nature of ASL requires thinking, seeing, and communicating in a three-dimensional fashion by using space, directionality, and other features. Students discover words and concepts in ASL that have no counterparts to their own language, and vice versa. Developing an understanding of how languages operate by analyzing signed and spoken languages propels students forward, making their study of 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 ASL handshapes out of dough.
- Students develop understanding 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 pronouns 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 are also used in ASL.  
Examples: Waving goodbye; beckoning or signaling someone to come near; waving hands to get 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

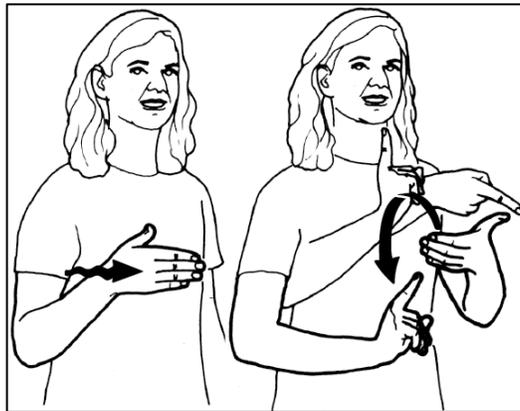
- Students demonstrate an awareness of ways to express respect and communicate status differences in ASL and English.  
Examples: Describing the differences between communicating with children and adults; explaining the differences between signing an informal conversation and delivering a staged presentation; conducting a research project on how Deaf and hearing people introduce others 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 an ASL vlog.
- Students recognize differences and similarities in word order, verb formation, and nouns in ASL and English.

Examples: Comparing the subject-verb-object word order of English and the topic-comment feature of ASL; describing how adjectives and adverbs differ in ASL and English; identifying how reduplication distinguishes nouns and verbs in ASL.

- Students compare the temporal aspects of ASL and English.  
Examples: Describing the temporal 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 depicting verbs and classifiers used in ASL.  
Examples: Giving examples of Size and Shape Specifiers (SASSes) and locative classifiers; identifying which classifiers are classified in the “ground” and “figures” categories of using space; labeling classifiers as depictive, manipulative, and body part.

## Sample Progress Indicators, Grade 12

- Students recognize that lexicalized signs undergo changes in meaning and form in ASL.  
Examples: Analyzing differences between a fingerspelled word and a lexicalized sign; comparing the reasons a fingerspelled English word may be used rather than an established sign; researching reactions to introductions of new words borrowed from English.
- Students demonstrate awareness that the visual basis of ASL influences meaning, with the implication that many words, phrases, idioms, and figurative expressions 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 the phrase in Figure 3 to similar concepts in other languages.



FISH SWALLOW  
Figure 3

- Students analyze elements of ASL, such as time and tense formation, and compare them to linguistic elements in English.  
Examples: Analyzing how location conveys gender in certain signs; investigating number incorporation with pronouns; comparing differences in how time, number, and gender are expressed in depiction.

- Students demonstrate awareness that ASL principles of word order may differ from their own language and hypothesize about how this may or may not reflect the ways in which Deaf culture organizes information and views the world.  
Examples: Comparing sentence structure options and topicalization; discussing 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 eye gaze shifts have 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 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: Comparing the types of foreign vocabulary used in English with English loan words appearing in ASL; tracing the evolution of face- and torso-based signs moving away from the body; analyzing the historic non-initialized basis of signs.
- Students analyze elements of ASL, such as time, tense, and aspect inflections, and comparable linguistic elements in English, and discuss 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; comparing how conditional forms are expressed in ASL and English.
- Students demonstrate understanding and awareness of different communication styles influenced by regional, gender, age, and educational differences to communicate messages in ASL and other languages.  
Examples: Comparing the speed, location, and signing styles influenced by gender, age, and geographic region with their counterparts in spoken languages; analyzing and understanding regional sign variations; 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 social issues in the *Eyeth* story; commenting on the sub-text of the joke *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 by learning American Sign Language, they consistently encounter perspectives, practices, and products that compare to those in their own culture. Students discover marked differences, as they learn, for example, how American Deaf culture fosters a tight-knit community, and why Deaf people have retained their cultural identity despite efforts to eliminate ASL and cure deafness. By examining and comparing Deaf culture with their own culture, students develop a deeper understanding of the nature of culture and enhance 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 that eye contact is necessary to communicate in ASL; including hugging as 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 spoken English; identifying ways people are different, yet similar.
- Students observe and compare toys and games mainly produced for deaf children.  
Examples: Comparing dolls and stuffed animals that feature ASL; observing examples of the sign in Figure 4 appearing on different products; watching ASL animations and ASL appearing in children's media.



I LOVE YOU

Figure 4

### **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 in ASL and spoken English; investigating the use of

visual signals and alerts such as doorbells and alarms.

- Students demonstrate awareness that most languages use gestures, and that gestures and sign languages differ among cultures.  
Examples: Identifying gestures used by hearing American people; observing the different ways Deaf and hearing people count on the fingers; understanding differences between the counting systems in ASL and French Sign Language.
- Students compare and contrast tangible products and practices of various cultures.  
Examples: Comparing the features on cell phones and pagers used by Deaf and hearing people; identifying differences in toys produced for Deaf and hearing children; observing 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 Deaf peers' favorite movies and books; learning about similarities and differences in education.

## **Sample Progress Indicators, Grade 8**

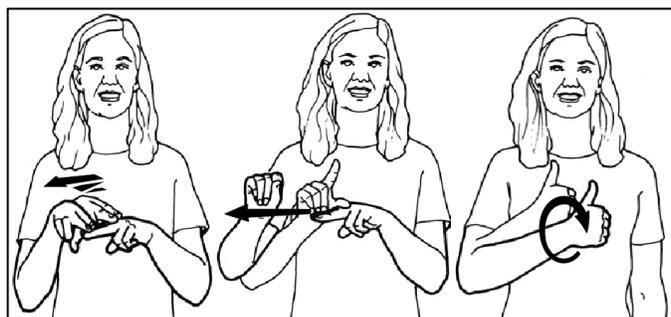
- Students identify the similarities and differences between traditional schools for the Deaf and their own, and compare their family life with other Deaf families.  
Examples: Comparing schedules and courses taken; identifying differences in attending a residential school to attending a neighborhood 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 hearing 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 ASL vlogs to see what Deaf students do after school.
- Students examine the relationship between cultural perspectives and practices, such as celebrations, work habits, and entertainment by analyzing selected practices from Deaf culture and their own culture.  
Examples: Understanding how to avoid visual distractions when giving an ASL presentation; 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 products by analyzing selected products from Deaf culture and their own.  
Examples: Creating artwork that conveys biculturalism; contrasting values held by the American Deaf culture with the larger American culture; 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 develop understanding of the use of 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 the cultural nuances of meaning in words, expressions, idioms, and figurative language in ASL and English, or other spoken languages.  
Examples: Analyzing the contexts where it is acceptable to use the expression shown in Figure 5; investigating the social use of Figure 6 versus similar English terms; comparing similar expressions in other languages to Figure 7.



TRAIN GO SORRY  
Figure 5



PEABRAIN  
Figure 6



DEAF TEND THEIRS  
Figure 7

- Students hypothesize about the relationship between perspectives and practices in Deaf culture and compare these with similar relationships from 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 causes important to the Deaf community.
- Students hypothesize about the relationship between perspectives and products in Deaf culture and compare these with similar relationships from their own culture.  
Examples: Investigating the symbolic, architectural, and artistic features found in schools for the Deaf; analyzing the cultural value of “of, by, and for the Deaf”; comparing aesthetic influences 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 hearing 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 collectivism plays in Deaf culture and compare it with their own culture.  
Examples: Comparing the settings for appropriate sharing of general information versus personal 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 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 or linguicism in editorials and news coverage; investigating patterns of benevolent paternalism in materials addressing Deaf individuals.
- Students compare thematically similar ASL and English films, television programs, or texts, to identify specific cultural practices and perspectives.  
Examples: Comparing *Eyeth* and Sir Thomas More’s *Utopia*; analyzing similarities and differences between programs like *The G-Files* and *The X-Files*; contrasting the concept of Deaf Lens in films made by Deaf filmmakers versus films made by hearing individuals about the deaf.
- Students investigate the unwritten rules present in society that impact perceptions of Deaf people and Deaf culture.  
Examples: Comparing the pathological / medical view of being Deaf with the cultural model; researching opposing viewpoints regarding the nature of disability and being Deaf; 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 hearing individuals; interviewing people about Gallaudet University being a symbol of Deaf culture; researching the role of art as part of cultural identity among Deaf and hearing individuals.

**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 the value of American Sign Language as a tool for communicating with other ASL speakers throughout one's life in school, in one's local community, in the larger American Deaf community, and as the *lingua franca* of the wider Deaf World. ASL is not an international signed language; however, it is often a language used by Deaf individuals around the world in addition to their native sign language. The strong possibility 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 throughout 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, firefighters, and doctors; identifying transportation centers including train stations, car washes, and airports.
- Students interact with 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 frozen text in ASL at a school or community event.  
Examples: Performing the Happy Birthday song; participating in holiday celebrations; using signs and mime to perform about zoo animals.

**Sample Progress Indicators, Grade 4**

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

- 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 rhythmic drumming; sharing simple handshape poems; exhibiting 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 a guest speaker 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 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 different places Deaf people work in 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 Deaf community activities and projects with Deaf peers outside of school.  
Examples: Volunteering at a local community center; visiting events for Deaf senior citizens; organizing a Silent Dinner or ASL chat get-together.
- Students invite community members to participate in ASL or Deaf related school events.  
Examples: A Deaf guest speaker addressing 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 an ASL vlog post about community news; visiting ASL internet-based chat rooms to discuss topics important to Deaf peers; making plans to attend a Deaf-related

performance.

- Students use ASL to interact with or help newcomers to the school and community.  
Examples: Serving as a mentor to a Deaf newcomer at school; volunteering to assist recent Deaf immigrants to the local area; providing outreach to hearing families with young Deaf children.
- Students participate in school-to-work projects or career-exploration activities in fields 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; attending 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 in the United States; giving a presentation on differences between ASL and other foreign sign languages; volunteering at a local Deaf agency.
- Students give a performance at a school or community event.  
Examples: Participating in a Deaf Awareness Week skit; acting in a play with Deaf peers; sharing original ABC, handshape, and number stories.

### **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 ASL vlogs; researching the benefits of bicultural education; collaborating with Deaf professionals on local issues.
- Students research various student exchange programs and / or opportunities to use ASL around the world.  
Examples: Becoming a discussion partner with an international Deaf student learning ASL; researching international Deaf travel excursions; exploring the benefits of participating in student exchange programs.
- Students actively participate in Deaf community events.  
Examples: Volunteering as an ally to Deaf causes; engaging in community activism; collaborating with Deaf individuals to organize, plan, and attend a Deaf event.
- 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 an ASL vlog.

## **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 skills and cultural proficiency, they gain confidence to interact with members of the Deaf community and establish personal relationships. Personal appreciation of and experience with the language and culture make life-long learning of ASL a desirable and attainable goal.

### **Sample Progress Indicators, Kindergarten**

- Students play games or other social activities typically played by Deaf children.  
Examples: Playing *Grab a Seat!*; playing the *Fruit Basket* game; playing ASL videogames.
- Students watch ASL videos or cartoons for enjoyment.  
Examples: Viewing ASL cartoons designed for young Deaf children; looking at illustrated texts featuring ASL signs; watching *Say It With a Sign* materials.
- Students help prepare and sample foods featuring handshapes.  
Examples: Creating  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 mobiles and collages with ASL handshapes; 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; exchanging greetings with Deaf players on sports teams; playing games with Deaf peers.
- Students play drums, engage in sign play, and play games that reflect Deaf culture.

Examples: Experimenting with vibrations by playing on drums; playing the game *Sign It!*; signing simple handshape rhymes.

- Students study the significance of Martha's Vineyard in Deaf history.  
Examples: Selecting clothing to pack on an imaginary trip; researching typical island activities in the 1600s and 1700s on the island; discussing possible ways of reaching Martha's Vineyard.
- 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 festival; attending or volunteering at Deaf sports organizations; visiting Deaf picnics.

### **Sample Progress Indicators, Grade 12**

- Students attend cultural events or social activities that reflect Deaf culture.  
Examples: Attending an ASL social with members of the Deaf community; participating in 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 ASL films; viewing online news presented in ASL.
- Students act as volunteers or mentors to younger learners of ASL.  
Examples: Presenting short lessons on various topics; providing tutoring assistance to struggling learners; collaborating with Deaf peers to design an ASL lesson for children.

- Students plan real or imaginary travel, events, and forums.  
Examples: Hosting the activity, *It's a Deaf Deaf World*; planning travel to Eyeth or sites 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 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; collaborating with a Deaf agency to organize 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, NTID, or CSUN; 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*; *Crying Hands*; *Deaf Persons in the Arts and Sciences*.
- Students create web sites and ASL vlogs that continue 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.

## Learning Scenarios, Grades K-4

### ANIMAL FARM

First grade students demonstrate mastery of animal signs and mimetic representations of those animals in this learning scenario. Students are shown pictures of common animals engaging in typical behaviors, such as a cat licking its paw or a tiger moving slowly, and work in groups to decide various ways to demonstrate the animal. Next, students play the *Statues* game by walking in a circle and keeping an eye on the teacher, who unveils a picture of an animal. As soon as the picture is shown, students freeze and immediately form a gesture describing the animal shown. Afterward, the teacher displays a collection of animal pictures and introduces their ASL signs, drawing attention to iconic features. Students are asked to share opinions about their favorite animals. To reinforce comprehension, students provide the animal sign incorporated within several examples of Chuck Baird's artwork, such as *Best Friends*, *Double Nine Lives*, *Crocodile Dundee*, and *Tyger Tyger*. During the next stage of the activity, students will compare auditory and visual representations of common animal sounds by learning how to sign a dog's bark, a cat's meow, and a bird's chirp. The teacher will ask students to describe any pets they might have at home by showing the animal's behavior and visual / sound representation for other students to guess. To complete the activity, students become familiar with Clayton Valli's *Rabbit* poem and prepare to present it at a performance for friends and family members.

#### TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 4.1 Language Comparisons
- 5.1 School and Community

#### Reflection

- 1.1 Students share opinions about their favorite animals.
- 1.2 Students match a picture of an animal to a mimetic representation.
- 1.3 Students learn how to present an ASL poem.
- 2.1 Students reinforce eye contact behaviors by playing the *Statues* game.
- 2.2 Students identify signs that appear in Chuck Baird's artwork.
- 4.1 Students compare sounds / signs that identify various animals.
- 5.1 Students provide literary entertainment to members of the community.

### OUTER SPACE

Kindergarteners study outer space in this learning scenario. To begin, the teacher models group attention getting strategies by having students use the two-handed shoulder tapping technique used by Deaf children. The teacher then introduces signs for *sun*, *star*, *moon*, *Earth*, and *rocket* by showing pictures of each during story time. To check for understanding, the teacher asks students questions about each object in the target language. Afterward, students ask each other to share which space object is their favorite from a selection of several pictures. As part of a language comparison exercise, students cut out paper handshapes that represent the signs they have learned, and match the handshape to the correct object. Students then paste the picture of the object and the ASL handshape on a teacher prepared worksheet that has the English word for each object in

#### TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 4.1 Language Comparisons
- 4.2 Cultural Comparisons
- 5.1 School and Community

“traceable letters.” Students complete the activity by tracing the English name of the object using crayons on each of their “Outer Space” worksheets. To integrate simple arithmetic, the teacher places glow-in-the-dark suns, stars, and moons on a wall or ceiling and asks students to count how many of each is visible. To make another connection, the teacher can show students a model of the solar system and ask students to use classifiers to indicate the spatial relationship of the moon, sun, and Earth to each other. To complete the lesson, the teacher gathers students around and tells them they will go on a space journey to the planet Eyeth. The teacher tells a simplified version of the classic Eyeth story, and checks for understanding by asking them to identify the planet where most people are hearing, the planet where most people are Deaf, and what differences they might see on Eyeth. Finally, the students and teacher count in ASL backwards in a simulated launch sequence, beginning with 10 and ending at 0, and then use the “rocket take off” sign together. To reinforce learning at home, students are asked to stargaze with their families and show the signs for the objects they see in the sky.

### Reflection

- 1.1 Students share opinions about their favorite space object.
- 1.2 Students understand and interpret simple space-related signs.
- 2.1 Students develop familiarity with kinesthetic ways to obtain attention in groups of Deaf people.
- 2.2 Students view a classic ASL story.
- 3.1 Students reinforce knowledge of basic counting, tracing of letters, and objects found in space.
- 4.1 Students compare differences between ASL signs and iconicity of objects.
- 4.2 Students suggest differences one might find on Eyeth versus Earth.
- 5.1 Students use ASL outside of the classroom with family members.

## CARNIVAL OF THE ANIMALS

Kindergarten students demonstrate mastery of ASL vocabulary, including the alphabet, colors, and mimetic depictions of animal and rhythmic movement. During story time the teacher reads aloud the story of the *Le Carnaval des Animaux (The Carnival of the Animals)*, to teach students the ASL and English vocabulary of the animals in this piece. These include lions, hens and roosters, donkeys, tortoises, elephants, kangaroos, fish, rabbits, birds, and swans. Students will engage in creative play demonstrating the movements and behaviors of these animals, featuring descriptions of the animals that employ vocabulary/classifiers from ASL for size, shape, movement, and color. Students will perform the entire piece for an invited audience of schoolmates, families, and friends. By revisiting this exercise throughout the school year, students will have the opportunity to explore each of the different animals represented in the musical score of the piece.

### TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 3.1 Making Connections
- 4.1 Language Comparisons
- 4.2 Cultural Comparisons
- 5.1 School and Community

While this learning scenario is designed for elementary school students, it is easily replicable at the 8<sup>th</sup>, 12<sup>th</sup>, and postsecondary levels as well.

### Reflection

- 1.1 Students ask and answer questions about animals.
- 1.2 Students demonstrate understanding of ASL vocabulary by matching behaviors to the correct animal.
- 1.3 Students present their interpretations and descriptions of animal movement and behavior.

- 3.1 Students reinforce their knowledge of ASL, English, music appreciation, and movement.
- 4.1 Students acquire information and recognition of the differences between the structures of ASL and English.
- 5.1 Students share animal vocabulary at home and perform their ASL interpretations of the animals at a public recital.

## Learning Scenarios, Grades 5-8

### LIVING FOLKTALES

In this learning scenario, middle school students perform dramatizations of scenes from various folktales, legends, and stories passed down in American Deaf culture as a narrator tells the story. To prepare for the presentations, students view a classic story, such as the folktale about Thomas Hopkins Gallaudet meeting Alice Cogswell, take notes, and work together in groups to reconstruct the details of the story. One student serves as the narrator, and other group members act out scenes from their selected story as it is being told, clearly demonstrating the influences role-shifting, use of space, and pronominals have on a story. After the stories have been performed, students share opinions and discuss why these certain stories have been saved and passed down from one generation to the next, working together to identify each story’s genre based on the story’s characteristics.

#### TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring New Information
- 4.1 Language Comparisons

#### Reflection

- 1.1 Students exchange information to reconstruct details from a story.
- 1.2 Students view and interpret a classic folktale, legend, or other well-known story commonly known in the American Deaf community.
- 1.3 Students present a dramatization of a classic story to an audience.
- 2.2 Students develop familiarity with folktales and legends that form part of the body of ASL literature.
- 3.1 Students reinforce their knowledge of history by studying the context and details of each story, such as including historically-accurate clothing as part of their reenactments.
- 3.2 Students acquire information through ASL.
- 4.1 Students compare how role shifting, pronominalization, and eye gaze influence storytelling techniques in ASL differ from the linear nature of English texts.

### VITAL STATISTICS

In this learning scenario, students investigate the relationship between vital statistics and sports. To begin, students discuss number systems for age, height, and weight as they assess the vital statistics of athletes in various sports after viewing clips from various Deaf sporting organizations. For instance, one group may discuss how weight, height, and arm lengths are assessed before a boxing bout. Afterward, students engage in an individualized

#### TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring New Information
- 4.1 Language Comparisons
- 4.2 Cultural Comparisons
- 5.2 Lifelong Learning

health survey to determine their own overall health, and compare their responses with others in a small group, after learning about how sensitive information is shared in culturally appropriate ways. Students then view health tips and advice presented in the target language by Deaf health professionals that will include demonstrations of adaptive equipment used by Deaf doctors and nurses. To apply learning, students will rotate among different learning stations to complete specific tasks regarding vital statistics. Students will compile data on a record sheet as well as an overall class graph. Station One features a 12-month calendar on which students will post their birth dates and ages, and create a class graph showing the range of ages from the youngest to the oldest. Station Two features a height scale similar to ones found at a clinic or doctor's office, for students to record their individual heights. A second class graph will show the range of heights from the shortest to the tallest. At Station 3, students view a video that describes healthy height and weight ranges for general age and gender differences. At that station, students see five cartoon characters with varying heights and weights. Students will discuss which of the fictitious characters are within normal ranges for their height and weight based on the video they watch. Two of the five characters should be beyond and / or below the typical range, and students are asked to make suggestions about the ideal weight for each cartoon individual. After students have completed the rotations, group spokespeople will share the vital statistics of their group members. To complete the learning scenario, the completed class graphs are compared and discussed in the target language to determine the overall health of the class, and suggestions made to become healthier as a whole.

### **Reflection**

- 1.1 Students exchange information and opinions about vital statistics and health.
- 1.2 Students view videos to learn information from Deaf health professionals.
- 1.3 Students present summaries of group facts and discussions to classmates.
- 2.1 Students develop understanding of how sensitive information is shared within Deaf culture.
- 2.2 Students learn about adaptive equipment used primarily by Deaf health professions, such as vibrating stethoscopes.
- 3.1 Students make connections with mathematics, health, and statistics.
- 3.2 Students acquire new information about Deaf athletes.
- 4.1 Students compare differences between English and ASL numbering systems used to share vital statistics.
- 4.2 Students compare differences between what is traditionally considered private versus public information in Deaf culture and the larger non-Deaf culture.
- 5.2 Students learn important health-related information for personal enjoyment.

### **EXPLORING OCCUPATIONS**

Eighth grade ASL students explore the range of careers held by Deaf Americans and identify traditional occupations, which fields are highly esteemed within the Deaf community and why, and examine the benefits ASL proficiency can add to their own future career aspirations. Students view an occupational interest inventory quiz presented in ASL, and then engage in conversation with a classmate to share quiz results and find out each person's dream job. In groups, students use the internet to find statistics related to Deaf employment and / or occupations where Deaf individuals are concentrated, and create charts or

#### **TARGETED STANDARDS**

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring New Information
- 4.2 Cultural Comparisons
- 5.2 Lifelong Learning

graphs representing those employment trends. Students then view vlogs in which Deaf individuals share their perspectives on working in various types of occupations, to learn which fields are highly regarded in Deaf culture and why. To deepen their understanding of products used by Deaf individuals, students role-play scenarios showing how Deaf and non-Deaf colleagues might communicate with each other over a videophone to ask and questions about a job posting. As part of the lesson, students discuss how the collectivist nature of Deaf culture might influence an individual’s career interests and future occupations, and contrast that with the individualistic emphasis placed on the individual in the larger American society. To complete the learning scenario, students deliver a formal presentation in ASL explaining one of their specific occupation interests and how ASL proficiency may be useful in that occupation to answer the question, “How may my ASL proficiency be an asset to my future career locally, nationally, and internationally?”

### **Reflection**

- 1.1 Students interview each other to identify occupation interests.
- 1.2 Students view and complete an occupation interest inventory quiz given in the target language.
- 1.3 Students deliver a formal presentation describing how ASL may be useful in his / her desired occupation.
- 2.1 Students gain understanding of why particular professions are valued above others in American Deaf culture.
- 2.2 Students deepen understanding of how to communicate via videophone.
- 3.1 Students create graphs and charts to reflect statistical information.
- 3.2 Students acquire new information about traditional areas of Deaf employment.
- 4.2 Students compare differences between collectivist and individualist influences on career choices in Deaf versus non-Deaf cultures.
- 5.2 Students obtain information about jobs of personal interest.

## **Learning Scenarios, Grades 9-12**

### **“DEAF-FRIENDLY” HOME DESIGN**

High school ASL students in their second year learn about “Deaf friendly” home construction that is valued by Deaf individuals. To begin the scenario, students hypothesize in small groups home features that may interest Deaf and non-deaf individuals. Students then watch a Deaf realtor give a virtual tour of a home considered “Deaf friendly” and take notes on specific features desired by Deaf individuals, such as wood floors, an open floor plan, and natural, indirect lighting. Afterwards, students work in groups to make a list of differences comparing homes typical Deaf and non-deaf individuals might prefer to live in, and identify whether their hypotheses were correct. Students compare home layouts to determine how “Deaf friendly” each may be, and give suggestions on how to make the structure more pleasing to Deaf preferences. When done, students design and draw an idealized, prototypical Deaf-friendly home, which is shared with the class. To reinforce comprehension, students compare differences between the ways English and ASL describe floorplans and directions to navigate through different rooms. Further, students learn about how particular “Deaf friendly” features are used to obtain attention (tapping on wood floors, or positioning furniture to avoid glares, e.g.) by Deaf

#### **TARGETED STANDARDS**

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 3.1 Making Connections
- 3.2 Acquiring New Information
- 4.1 Language Comparisons
- 4.2 Cultural Comparisons
- 5.1 School and Community
- 5.2 Lifelong Learning

individuals. Lastly, students engage in role-play exercises to simulate the questions a Deaf customer might ask a Deaf realtor about homes for sale. To expand understanding, students may conduct research to identify whether a Deaf realtor lives in their local community, and conduct an interview.

### **Reflection**

- 1.1 Students communicate with each other to create a list of Deaf friendly features one might find in the ideal Deaf home.
- 1.2 Students view a virtual home tour led by a Deaf realtor.
- 1.3 Students present their vision of the ideal Deaf friendly home.
- 2.1 Students demonstrate understanding of appropriate behaviors in a Deaf home, such as how to respect privacy by opening doors only enough to handwave or gain access to a light switch, for example.
- 3.1 Students draw a floor plan, connecting to drafting, mathematical proportions, and architecture.
- 3.2 Students acquire new information about preferences Deaf people have in their housing choices.
- 4.1 Students compare differences between how English and ASL describe spatial layouts.
- 4.2 Students compare differences between Deaf and non-Deaf preferences in housing.
- 5.1 Students interview a local Deaf realtor.
- 5.2 Students obtain information about housing features that may reflect their personal preferences.

### **FAMILIES**

First-year ASL students learn about the many kinds of families that include deaf persons and describe their own families. The learning scenario begins with a mock wedding that introduces signs related to family members and relationships. Through the creation of a living family tree, students learn vocabulary that relates to many aspects of family life including the addition of members through marriage, birth, and adoption and the loss of family members through death and divorce. Students then view videotexts in which Deaf individuals describe their families, and take notes about how many come from Deaf families, how many prefer to marry other Deaf individuals, and the percentage of Deaf people who are the only Deaf person in their extended families. Students interview Deaf community members and conduct internet research to gain information on multi-generational Deaf families and hearing children who have Deaf parents. Students interpret their findings into proportions, ratios, and graphs, to gain an overall perspective on established practices within Deaf culture when it comes to dating, marriage choices, and families. Students gather in groups to brainstorm factors that may contribute to successful dating and relationships, and hypothesize about any challenges Deaf and non-deaf couples may face. To connect to science, students explore how genetics impacts the probability that two Deaf persons may bear Deaf or hearing children, and statistics surrounding the incidence of being deaf in the population in general. To deepen their understanding of the varied family backgrounds of Deaf individuals, students view clips from the NTD production of *My Third Eye*, Bonnie Kraft's *Tomorrow Dad Will Still Be Deaf*, the film *Dormitory*, and selected episodes of *Switched at Birth*. Students will collaborate with partners to formally present a digital poster about facets of the Deaf family experience that differ from and resemble their own. To conclude the learning scenario, students will work in groups to formulate questions about families and backgrounds to ask to an invited panel of Deaf guests. Each group reports to the class and then engages in a general discussion regarding how to ask respectful questions on sensitive subjects in ways appropriate to Deaf culture.

#### **TARGETED STANDARDS**

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 3.1 Making Connections
- 3.2 Acquiring New Information
- 4.2 Cultural Comparisons
- 5.1 School and Community

## Reflection

- 1.1 Students exchange information about their family structure.
- 1.2 Students view videotexts showcasing the diversity of family backgrounds found in American Deaf culture.
- 1.3 Students formally present information about Deaf families.
- 2.1 Students understand reasons why most Deaf individuals prefer to date and marry other Deaf individuals.
- 3.1 Students connect to mathematics and statistics by compiling information into charts and graphs.
- 3.2 Students acquire new information about reasons Deaf individuals overwhelmingly prefer to date other Deaf individuals.
- 4.2 Students compare differences in the dating and marriage patterns seen in American Deaf culture with their own.
- 5.1 Students interview a Deaf community member.

## VIDEO PEN PALS

In this learning scenario, high school students apply their ASL communication skills in ASL to corresponding through video conferencing (or videomail) with a Deaf student of similar age. Students are encouraged to share information of mutual interest. For example, student interests might involve family information, favorite teachers and subjects in school, sports, hobbies, and television shows, video games, music, etc. Students will engage in communication with a Deaf peer at regular intervals. In class, students will gather in groups based on characteristics of their video pen pal, such as age, gender, or favorite hobbies. Students will compare the most recent interaction to identify similarities and differences in conversation, language styles, and other features. To follow up on these group reports, students will compare and contrast the likes, dislikes, family structures, communication preferences, and typical activities of their video pen pals. Students will deliver formal presentations on a day in the life of their video pen pal, reporting on a typical school day, favorite weekend activities, a recent special occasion, and other relevant topics. As part of this learning scenario, students may periodically ask their video pen pal for permission to record part of their conversation, to be shared with the class. Students may wish to identify language differences between ASL and English, such as slang terms or pop culture preferences. To integrate mathematics, students can create graphs, charts, and trend lines on various topics discussed between and among video pen pal pairs. For example, students can create a chart illustrating the number of video pen pals who attend (or attended) a residential school for the Deaf or a mainstreamed setting, to identify trends in Deaf education. Over the course of the school term, students may trade video pen pals, create special interest groups with other pen pal peers, and engage in tutoring according to their strengths and needs.

### TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 3.1 Making Connections
- 3.2 Acquiring New Information
- 4.1 Language Comparisons
- 4.2 Cultural Comparisons
- 5.1 School and Community

While this learning scenario is intended for high school students, it is easily replicable at other grade levels as needed.

## Reflection

- 1.1 Students use ASL to exchange information, express feelings, and share opinions with Deaf peers.
- 1.2 Students understand and interpret information presented by a Deaf video pen pal.
- 1.3 Students present “a day in the life” of their video pen pal to the class.
- 2.1 Students demonstrate understanding of the educational, social, and family experiences of their video pen pal.
- 3.1 Students reinforce knowledge of other subject areas by tutoring, and / or creating charges and graphs.
- 3.2 Students acquire information about Deaf education through communicating about the educational experiences of their video pen pals.
- 4.1 Students compare linguistic similarities and differences between English and ASL slang terms.
- 4.2 Students compare cultural differences between Deaf and non-Deaf peers.
- 5.1 Students use ASL with a Deaf peer at another location.
- 5.2 Students form relationships with the potential for lifelong learning and connection to the Deaf community, and use ASL on a personal level that reflects their own interests.

## Learning Scenarios, Post-secondary

### DEAF SPORTS ORGANIZATIONS

College students enrolled in the third or fourth semester of instruction investigate how organized Deaf sporting events reflect collective ideals in Deaf culture and understand why athletic functions are highly valued within Deaf culture. By studying this information, students develop familiarity with high-frequency vocabulary used in daily communication, integrate classifier usage, and gain a deeper understanding of collectivist cultures. Students begin the learning scenario by conducting a formal interview of peers to determine the variety of sports or other athletic endeavors participated in by classmates, and work collaboratively in groups to present their findings to the class. Students view classic examples of ASL storytelling on sports-related themes, such as M.J. Bienvenu’s *The Highdiver* or Gil Eastman’s *Football Fantasy*, and examine how classifiers add nuance and visual detail when communicating about sports. Working individually, students research and deliver a live or recorded presentation on modifications to existing rules of various sports or athletic games made by Deaf players (e.g., substituting visual alerts for the starting pistol). Within the cultural realm, students hypothesize reasons why the Deaf community formed its own sports leagues at the local, state, national, and international levels, and how those leagues are maintained today. To expand this understanding, students explore the origin and mission of the Deaflympics. Students make connections to history by accessing information about Deaf professional athlete Dummy Hoy’s contributions to the game of baseball, and learn how Paul Hubbard is credited with inventing the football huddle at Gallaudet University in the late 1880s. Students will explore the spatial flexibility of using numbers (telling scores, giving jersey numbers, etc.) and contrast it with the linear system used in English. To further expand their understanding of Deaf sports, students compare different strategies and techniques used by Deaf and non-Deaf players to communicate with each other while competing. After studying the lesson, students will attend a local Deaf sports event and observe the value Deaf

#### TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring New Information
- 4.1 Language Comparisons
- 4.2 Cultural Comparisons
- 5.1 School and Community
- 5.2 Lifelong Learning

sports organizations have within Deaf culture. Lastly, students research and give a presentation on an unfamiliar sport or activity a new sport that they may engage in for their own personal enjoyment.

### **Reflection**

- 1.1 Students interview each other to obtain information on athletic and sports preferences.
- 1.2 Students view *The Highdiver* and *Football Fantasy* stories, or other examples of ASL literature on a sports theme.
- 1.3 Students present information on cultural and / or sound-based modifications made when Deaf athletes compete.
- 2.1 Students discuss reasons local, state, national, and international Deaf sports leagues are formed and maintained within Deaf culture.
- 2.2 Students explore the mission and goals of the Deaflympics.
- 3.1 Students connect with history by studying the contributions made to the sporting world by Paul Hubbard and Dummy Hoy.
- 3.2 Students acquire new information about the Deaf origins of the football huddle.
- 4.1 Students compare how number systems in ASL and English differ when used in sports contexts.
- 4.2 Students discuss similarities and differences in communication strategies by Deaf and non-Deaf players.
- 5.1 Students attend a local Deaf sports event.
- 5.2 Students develop new or deeper understanding of one or more sports.

### **PLANNING AN ASL BANQUET**

This learning scenario is designed for second or third semester students. The objective is for students to organize and host a formal banquet for the signing community, reflecting understanding of the banqueting tradition in the Deaf community. To begin, students obtain information about the value of banquets in Deaf culture by viewing videotexts about historical and contemporary Deaf banquets. Students will divide into cooperative groups, with each group responsible to plan a specific portion of the banquet (entertainment, food, program book, inviting guests and speakers, etc). Students will inform the rest of the class of their group's decisions in a summarizing report. The class will work together to arrange the room's table and seating plan based on Deaf cultural norms, using locative classifiers, room layout descriptive techniques, and pluralization. Students compare formal register differences between English and ASL to be used to make formal introductions, greetings, and announcements during the banquet. As part of their preparation, students practice how to get the attention of a large room of people at a formal event. This scenario naturally connects to mathematics as students calculate the costs of food, materials, and other event needs, and will work within a budget. Students create video invitations to the community with information about the banquet, reflecting their understanding of cultural and linguistic conventions when recording video. Immediately prior to opening the banquet, students will make a final check of the room to ensure each table reflects Deaf cultural preferences in seating, removing any visual distractions, especially oversized centerpieces.

#### **TARGETED STANDARDS**

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring New Information
- 4.1 Language Comparisons
- 4.2 Cultural Comparisons
- 5.1 School and Community
- 5.2 Lifelong Learning

## Reflection

- 1.1 Students engage in event planning.
- 1.2 Students view videotexts about the historical background of banquets in the Deaf community.
- 1.3 Students film themselves making formal invitations to the event.
- 2.1 Students demonstrate understanding of Deaf culture norms in seating.
- 2.2 Students increase their understanding of the products of Deaf culture.
- 3.1 Students use math to work within an event budget.
- 3.2 Students apply their learning about the value of maintaining clear sightlines at a table, regarding seating and centerpieces.
- 4.1 Students compare differences between formal and informal registers in ASL and English.
- 4.2 Students compare differences and similarities in banquet expectations and preferences between Deaf and non-Deaf individuals.
- 5.1 Students interact with other ASL speakers at the banquet.
- 5.2 Students are equipped with the cultural background and language skills necessary to participate in Deaf organizations hosting banquets.

## **De’VIA: ARTWORK BY DEAF ARTISTS**

De’VIA is artwork produced by deaf artists that reflects their perceptions and experiences as a deaf person. Students in this intermediate-level college ASL class will deliver an in-depth report about a selected deaf artist and their artwork in the target language. As part of their presentation, students will create a digital visual aid component. The learning scenario begins with a sample art analysis, focusing on describing color, light and shadow, foreground, shapes, and relevant historical influences. Students are then divided into groups to compare two well-known pieces of art, such as *Mona Lisa* or *Starry Night* and compare and contrast artistic features present in both works. Classroom discussion in the target language will include artistic commentary and historical information, focusing on reasons why these pieces have become famous around the world. Next, students will be introduced to well-known De’VIA pieces, such as *Ameslan Prohibited* by Betty G. Miller and *Family Dog* by Susan Dupor. Students will divide into groups to discuss artistic elements and their interpretations of the meaning expressed in each artistic piece. Students will then view videotexts in which the artists discuss these and other works. To further their understanding of this genre, students will analyze the dominant features of De’VIA, such as the emphasis on hands, eyes, ears, and other symbols. Together, the class will create a list of characteristic or traits found among the spectrum of De’VIA pieces they observe. Afterward, students divide into new groups and are given two new pieces of artwork – one by a famous non-Deaf individual, and the other by a De’VIA artist. Students then compare the artworks to identify specific features. For instance, students may compare similarities and differences between the artwork of Andy Warhol and Ann Silver, or Goya’s *The Third of May* with Mary Thornley’s *ASL Under Fire*. After sufficient exposure to De’VIA techniques by Deaf master artists, students will play “Identify the Deaf Artist” by asking questions to each other to identify the artist of selected De’VIA artworks. As a culminating activity, students match different works of art with their Deaf or non-deaf creator to demonstrate their cultural literacy in the realm of art. Individually, students will formally present and film one specific Deaf artist and a representative sample of his / her artwork, focusing on in-depth artistic and cultural analysis, including background information, influences on the art, cultural

### TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring New Information
- 4.1 Language Comparisons
- 4.2 Cultural Comparisons
- 5.1 School and Community
- 5.2 Lifelong Learning

identification, and other aspects present in the artwork. The learning scenario is completed by students coordinating a De'VIA exhibit in the local community, and airing their filmed presentations on the artists for others to enjoy.

### **Reflection**

- 1.1 Students exchange opinions on works of art by Deaf and non-deaf artists.
- 1.2 Students view videotexts of Deaf artists explaining their artistic influences and / or background.
- 1.3 Students deliver an in-depth analysis of a selected Deaf artist's work.
- 2.2 Students deepen their knowledge of the De'VIA artwork genre.
- 3.1 Students connect to famous world artists and their artwork.
- 3.2 Students gain knowledge of De'VIA.
- 4.2 Students compare common cultural influences that appear in artwork by Deaf and non-deaf artists.
- 5.1 Students use ASL with members of the local Deaf community at the art exhibit.
- 5.2 Students appreciate the works of Deaf and non-deaf artists.

## **Frequently Asked Questions about American Sign Language**

### **Is ASL a “foreign” language?**

ASL is a language indigenous to the United States and in this sense is not “foreign.” The status of ASL is similar to other indigenous American languages such as Navajo or Cherokee. Both the American Council on the Teaching of Foreign Languages (ACTFL) and the Modern Language Association (MLA) recognize ASL as a distinct indigenous language, and include ASL in surveys of enrollment trends in higher education. Like other languages, ASL courses are offered throughout the United States and span the entire K-16 spectrum. Studying ASL is a viable option for foreign language / world language study by all students.

### **Do ASL credits “count” for college admission?**

Contrary to widespread opinion, the overwhelming majority of colleges and universities in the United States accept ASL coursework to meet admission requirements. As is the case with other languages, policies may vary depending on the length of study, the type of program the student seeks to enter, and related issues.

### **Why study ASL?**

Learning ASL provides students with the opportunity to gain new perspectives on the structure of human languages, and to use a completely different set of articulation modalities for reception and expression. In these modalities, the hands, face, and body express ASL and eyes perceive and comprehend ASL. Similar to the study of other languages, the comparisons students engage in while studying ASL help improve English language skills and communication effectiveness in general. At the same time, students access the rich cultural heritage of the American Deaf community. Students learn how cultural values, beliefs, and behaviors are expressed through language, art and literary forms. Students learn to communicate with Deaf people in work, professional, community and social settings. Developing ASL skills can lead students to many career opportunities, as well as use the language with neighbors, within the local community, throughout the United States and around the world.

### **Is ASL international?**

No, ASL is not an international language. Although many deaf individuals around the world may know and use some ASL when they encounter Deaf Americans, Deaf communities in countries around the world have developed their own sign languages. In most cases, each country around the world has a unique sign language.

### **Is ASL a form of English?**

No, ASL is not a form of English. ASL differs dramatically from English at every level of linguistic analysis from how signs are formed to express concepts, how signs are modified to express more complex ideas and how grammatical, syntactical and pragmatic rules apply to generate meaning in connected discourse. ASL does borrow words in a similar way that English borrows extensively from Spanish or French. Through fingerspelling, modifying handshapes to represent the first letter of the English equivalent concepts, or adopting common English phrases and idioms when desired, ASL users utilize the resources of two languages in contact similar to what occurs in other situations where languages exist and are used side by side. Despite pressures stemming from being surrounded by English, and because ASL is naturally developed to be expressed by the hands, face, and body and received visually, the underlying structure of the language remains stable and adapted to the visual-spatial mode of expression.

### **Does ASL have a written form?**

Although there have been a number of attempts over the years to create a written form of ASL there is no widely accepted writing system in the language. ASL is not unique in this regard. The majority of world languages do not have written forms. The advent of video recording capability has obviated the need for a written system to record ASL in durable form.

### **How can there be ASL literature if there is no written form of ASL?**

Literature takes many forms. There is a robust body of ASL literature that includes poems, stories, humor and folklore. Over 100 years ago the National Association of the Deaf (NAD) took as their mission to preserve ASL by filming sign language storytellers and the speeches of Deaf leaders. The tradition of using visual media continues today as Deaf artists expand artistic boundaries and continually redefine concepts of literature.

### **Do Deaf people have a “culture”?**

Yes, Deaf people do have a distinct culture. Deaf people have norms, customs, values, traditions, social beliefs, heritage and forms of artistic expression that are passed from generation to generation through the use of ASL. Like many Americans with a different culture and language at home and function in the larger English-speaking society, much of this culture is not immediately visible unless socializing among the Deaf community. Deaf Americans participate in every aspect of American culture in terms of clothing, food, and other traits, yet the tie that binds all Deaf people together is the visual and tactile way of being that influences daily life, ways of thinking, behaviors, social expectations, and more. In the 200+ years since Deaf communities have formed, this visual way of life has codified into fully-developed norms, customs, traditions, and more, which are the hallmarks of a bona fide culture. This culture is passed down via generational Deaf families, schools for the Deaf, social clubs, Deaf retirement homes, Deaf houses of worship, and organizations developed to ensure the continuity of American Deaf culture.

### **What do we mean by “Deaf World?”**

Deaf people often use the sign phrase DEAF WORLD to designate their social-cultural milieu. This phrase acquires meaning when considering that Deaf people live and work among non-deaf people

(often referred to as hearing people and “the hearing world”). Obviously there is only one “world” but each of us, deaf or non-deaf, creates our own social-cultural existence within it. For Deaf people and for other bilingual/bicultural individuals their reality is often one of two or more separate and overlapping social-cultural “worlds.” Depending on the social context and the language(s) bilingual persons may be experiencing they may be functioning at any moment in one of at least two “worlds” where the cultural norms, rules of interaction and behavior will be different.

The “Deaf World” has an organizational structure as well. Deaf people have developed political and social organizations at the international, national, state and local levels that are “of,” “by,” and “for” Deaf people. At the local level Deaf people will have both formal and informal clubs, sports and recreation leagues and other regular social activities to provide cohesion, networking and support.

For Deaf people their experience is divided into a Deaf World encompassing all of the experiences, friendships, clubs, organizations and recreational activities that they enjoy and seek out with other Deaf people and the world of “the others” (the Hearing World) encompassing their experiences living and working within the majority culture of people who hear.

### **You refer in the standards to “hearing people” and “hearing culture.” What do you mean by these terms?**

Deaf people refer to non-deaf people as “hearing.” People who hear communicate through speech which is quite different than how Deaf people communicate through movement of their hands, facial expressions and body postures. Deaf people have a unique cultural identity based in experiencing the world and receiving information predominantly through the sense of vision. It is natural for Deaf people to classify those people who communicate through speech as belonging to “the other” group. And since these other people behave in ways quite unlike Deaf people behave, use a language that is expressed in quite a different way and often embrace values that are quite different to the values held by Deaf people, it is natural for Deaf people to consider the “other” people to belong to a “hearing culture”. From the perspective of Deaf people, hearing people do have a culture. Most hearing people don’t identify the fact that they hear as a marker for cultural identification.

### **Do the Standards for Learning ASL K-16 in the United States focus on L1, L2 or both?**

In recent years there has been increasing recognition of the need and desire to create and establish national standards for deaf children as L1 learners. In concert with the primary focus of the American Council on the Teaching of Foreign Languages (ACTFL) and the focus of the *Standards for Foreign Language Learning for the 21<sup>st</sup> Century* this document focuses primarily on L2 learners. These are students who possess a native language other than ASL as their first language and want to learn ASL as their second language. While the standards outlined here were developed primarily for L2 learners, many of the sequences of skills and knowledge contained in these standards may be adapted to L1 learners. We urge developers of ASL standards for L1 learners to utilize these standards which are grounded in the framework of the 5 Cs as a basis for their work and to expand and extend these standards to L1 learners.

### **What is a “spiraling” curriculum?**

It is the goal of ACTFL to publish well-articulated standards in all languages within a K – 12 or K – 16 framework with skills, knowledge and increasing proficiency in the language developed in a spiraling curriculum from kindergarten through the culmination of post-secondary study. For most languages contained in the *Standards for Foreign Language Learning for the 21<sup>st</sup> Century* this goal does not reflect the reality of modern language instruction in our schools. The same is true of ASL. Yet we hold

to the same goal that ASL may someday be taught at all levels through continuous, well-articulated programs from elementary through post-secondary levels. Through the publications of these standards we challenge policy makers, state departments of education, textbook and curriculum developers to consider the importance of beginning instruction in languages other than English, including ASL, with young children when their minds are primed for language learning and continuing through all levels of education to reach levels of proficiency that have been to date unreachable by most language learners in the United States.

### **What technical and logistical factors are important for consideration by programs?**

Because ASL is visually based, language programs considering offering ASL classes must also consider the need for equipment with robust ability to display video-based media. It is important also to consider the need for access to video conferencing technology adapted for signed language to provide students with access to synchronous and asynchronous communication with Deaf people and other ASL language learners at a distance from the site of the program.

The nature of ASL as a visually-based language requires that classrooms be large enough to accommodate students seated in a semi-circular arrangement of desks so that they may clearly see each other and their teacher. Typically enrollment-limits of 20 or fewer students are ideal for effective ASL instruction and learning. As students advance to higher level courses, smaller class sizes are recommended to allow for more individual attention to students' development of receptive and expressive skills.

Frequency of class meetings is also an important factor. Generally, more frequent classes of shorter duration; for example, classes meeting daily or every other day for 50 minutes to an hour will be more effective than one 3 – 5 hour class per week. A minimum of two class meetings per week with a typical class duration of 1.5 to 2 hours per session is acceptable.

See [www.aslta.org](http://www.aslta.org) for more information regarding classroom, size of class and frequency of classes.