

# American Sign Language: Secondary: Intermediate

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. **1C**

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

**1I. Proficiency Benchmark: Intermediate - I can participate in conversations in ASL on familiar topics, creating sentences and a series of sentences that ask and answer a variety of questions. 1C.1I**

**1I. Intermediate Low (IL) 1I**

- a** I can recognize art and technology created by Deaf members within the Deaf community (i.e., pagers, alarm clocks, doorbells, smoke alarms), and share opinions. **1C.1I.1I.A**
- b** I can role-play a variety of situations and scenarios. **1C.1I.1I.B**

**1I. Intermediate Mid (IM) 1I**

- a** I can use ASL to discuss matters of personal importance, such as memorable experiences, important life events, and ambitions for the future. **1C.1I.1I.A**
- c** I can visit ASL vlogs to identify contemporary issues in the Deaf community and discuss its importance and relevance with the members. **1C.1I.1I.C**
- b** I can communicate with Deaf people, from the local community, and/or school to identify similarities and differences in education, family, home life, recreation, and activities. **1C.1I.1I.B**

**1I. Intermediate High (IH) 1I**

- a** I can communicate in a range of formal and informal scenarios using contextually appropriate linguistic and cultural behaviors. **1C.1I.1I.A**
- b** I can use ASL to obtain Deaf-related resources, products and services. **1C.1I.1I.B**
- c** I can share their personal reactions to selected ASL literature, such as poems, plays, and personal narratives. **1C.1I.1I.C**

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**2 Interpretive: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics. 1C.2I**

**2I.** Proficiency Benchmark: Novice - I can identify the general topic and basic information in both familiar and everyday contexts by recognizing practiced or memorized vocabulary or simple phrases signed in ASL. **1C.2I**

**IL.** Intermediate Low (IL) **IL**

- a** I can identify the main ideas or themes from live or recorded material on topics of personal interest **1C.2I.IL.A**
- b** I can identify and retell the principal characters and/or events and details in age-appropriate ASL literature, including poetry and narratives. **1C.2I.IL.B**
- c** I can identify gestures, facial expressions, non-manual signals, and other visual cues. **1C.2I.IL.C**
- d** I can identify and discuss the main ideas in age-appropriate ASL narratives and stories. **1C.2I.IL.D**

**IM.** Intermediate Mid (IM) **IM**

- a** I can interpret and explain announcements, information, and messages related to daily activities and other school subjects. **1C.2I.IM.A**
- b** I can use knowledge acquired in other settings and from other subject areas to interpret live and recorded messages in ASL. **1C.2I.IM.B**
- c** I can identify the levels of register in live and recorded contexts and explain their significance. **1C.2I.IM.C**

**IH.** Intermediate High (IH) **IH**

- a** I can explain the cultural nuances of meaning in expressive products used in the Deaf community, including ASL literature and the visual arts. **1C.2I.IH.A**
- b** I can analyze and discuss the main plot, subplot, characters, physical descriptions, and meaning in authentic literary materials. **1C.2I.IH.B**

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**3 Presentational: Students present information, concepts, and ideas to an audience of viewers in American Sign Language. 1C.P**

**P.** Proficiency Benchmark: Novice - I can present information on both very familiar and everyday topics using a variety of practiced or memorized vocabulary, and simple phrases in ASL. 1C.P

**IL.** Intermediate Low (IL) IL

- a** I can use ASL to tell peers in or out of school about their own cultures or cultural products and practices. 1C.P.IL.A
- b** I can discuss familiar ASL stories, fairy tales, or poems. 1C.P.IL.B
- c** I can analyze and explain the meaning of selected classifiers. 1C.P.IL.C

**IM.** Intermediate Mid (IM) IM

- a** I can identify the parameters of ASL, including handshape, location, movement, palm orientation, and non-manual signals. 1C.P.IM.A
- b** I can analyze and compare the meaning of selected classifiers. 1C.P.IM.B
- c** I can present skits, recite selected poems, tell anecdotes, and perform stories in ASL for school events. 1C.P.IM.C

**IH.** Intermediate High (IH) IH

- a** I can create recorded messages on topics of personal interest, school routines, and community events. 1C.P.IH.A
  - b** I can express preferences and feelings about information they have gathered about events, experiences, everyday activities and other school subjects. 1C.P.IH.B
  - c** I can select and use signs are modified with inflections. 1C.P.IH.C
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**Interact with cultural competence and understanding. 2C**

**1 Relating to Other Cultures by Interacting - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture. 2C.IC**

**IC.** Proficiency Benchmark: Intermediate - I can interact at a functional level in familiar contexts. 2C.IC

**IL.** Intermediate Low (IL) IL

- a** I can discuss various communication strategies used by Deaf people in their daily lives. 2C.IC.IL.A
- b** I can investigate and discuss aspects of American Deaf culture that are handed down from generation to generation. 2C.IC.IL.B

**IM.** Intermediate Mid (IM) IM

- a** I can 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. 2C.IC.IM.A
- b** I can analyze and discuss social, political, and educational institutions and their influences on the culture of Deaf people and related issues. 2C.IC.IM.B

**IH.** Intermediate High (IH) IH

- a** I can research and explain the common pattern of resistance to, acceptance of, and eventual self-identification within Deaf culture as experienced by the majority of Deaf people. 2C.IC.IH.A
- b** I can use acquired knowledge of Deaf culture to interact in a culturally appropriate manner with Deaf people in a variety of contexts. 2C.IC.IH.B

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**2 Relating Cultural Practices and Products to Perspectives (Investigate)- Learners provide an explanation of the relationship between the products and perspectives of American Deaf culture. 2C.CI**

**CI.** Proficiency Benchmark: Novice - In my own and other cultures, I can identify products and practices to help me understand perspectives in the Deaf culture and in the Deaf community. 2C.CI

**II.** Intermediate Low (IL) **IL**

**a** I can identify and explain different elements involved in tangible products of the Deaf culture. 2C.CI.II.A

**b** I can recognize and explain themes, ideas, or perspectives of the Deaf people and recognize how they are reflected by the culture. 2C.CI.II.B

**IM.** Intermediate Mid (IM) **IM**

**a** I can investigate and discuss the different geographical environments in which Deaf people live and examine the impact of these environments on the lifestyles of various Deaf people. 2C.CI.IM.A

**b** I can identify and explain 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. 2C.CI.IM.B

**IH.** Intermediate High (IH) **IH**

**a** I can identify, analyze, and discuss sub-groups in the Deaf community and their themes, ideas, and perspectives. 2C.CI.IH.A

**b** I can discuss my experiences by participating in activities enjoyed by young Deaf adults, such as games, sports, ASL music, and entertainment. 2C.CI.IH.B

**c** Students interact in a culturally appropriate manner with Deaf people of various backgrounds in a variety of contexts. 2C.CI.IH.C

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**Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.** 3C

**1 Acquiring Information and Diverse Perspectives - Learners reinforce and further their knowledge of other disciplines through American Sign Language.** 3C.IP

**IP.** Proficiency Benchmark: Intermediate - I can access and evaluate more complex information and perspectives that are available through the ASL and its culture. 3C.IP

**IL.** Intermediate Low (IL) IL

- a I can view and discuss short videos in ASL related to other disciplines such as social studies, science, technology, and the arts. 3C.IP.IL.A
- b I can present live or recorded reports in ASL on topics. 3C.IP.IL.B
- c I can expand my knowledge in other subject areas by conducting a research on topics of personal interests and give a presentation on it. 3C.IP.IL.C

**IM.** Intermediate Mid (IM) IM

- a I can present the facts related to the study of world history that is associated with the history of the Deaf events. 3C.IP.IM.A
- b I can describe significant contributions of Deaf Americans to history, the arts, sciences, literature and other fields. 3C.IP.IM.B
- c I can exchange views in ASL on topics from other content classes. 3C.IP.IM.C
- d I can research and present relevant events in the Deaf events related to world history, politics, and economics. 3C.IP.IM.D

**IH.** Intermediate High (IH) IH

- a I can present reports in ASL on topics being studied in different subjects (history, math, science, and so forth). 3C.IP.IH.A
- b I am able to include information from other school subjects with information available in ASL to complete activities in the ASL classroom. 3C.IP.IH.B

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**2 Making Connections - Learners acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 3C.MC**

**MC.** Proficiency Benchmark: Intermediate - I can access and evaluate more complex information and perspectives that are available through ASL and Deaf culture. 3C.MC

**IL.** Intermediate Low (IL) IL

- a I can research and explain major events in Deaf history that have had a profound influence on Deaf culture. 3C.MC.IL.A
- b I can recognize and am able to explain the viewpoint of each of the labels traditionally applied to the Deaf. 3C.MC.IL.B

**IM.** Intermediate Mid (IM) IM

- a I can 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. 3C.MC.IL.A
- b I can draw a variety of sources intended for native ASL users of their age to explain the concept of Deaf-Gain. 3C.MC.IL.B
- c I can analyze and explain the context of major milestones in Deaf history, such as how those events have influenced, and continue to sustain the concept of Deaf pride. 3C.MC.IL.C

**IH.** Intermediate High (IH) IH

- a I can analyze and compare the perspectives of the two dominant philosophies of educating the Deaf and its effects on the Deaf worldview. 3C.MC.IH.A
  - b I can observe and analyze common themes in ASL literature that include differences between how Deaf individuals view themselves and are viewed by hearing people. 3C.MC.IH.B
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**Develop insight into the nature of language and culture in order to interact with cultural competence. 4C**

**1 Cultural Comparisons – Learners discuss the nature of culture through comparisons of American Deaf culture, American culture, and other signed languages (countries’ cultures). 4C.CC**

**CC.** Proficiency Benchmark: Intermediate - I can provide universal details about differences and similarities between ASL, English, and other signed languages (from other countries). 4C.CC

**IL.** Intermediate Low (IL) IL

- a** I can discuss ways to express respect and communicate status differences in ASL and English. 4C.CC.IL.A
- b** I can recognize and correctly use the non-manual signals that are distinctive to ASL. 4C.CC.IL.B

**IM.** Intermediate Mid (IM) IM

- a** I can recognize and explain the differences and similarities in word order, verb formation, and nouns in ASL and English. 4C.CC.IM.A
- b** I can compare the temporal aspects of ASL and English. 4C.CC.IM.B
- c** I can analyze different categories of depicting verbs and classifiers used in ASL. 4C.CC.IM.C

**IH.** Intermediate High (IH) IH

- a** I can recognize that lexicalized signs undergo changes in meaning and form in ASL. 4C.CC.IH.A
- b** I can analyze and explain 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. 4C.CC.IH.B
- c** I can analyze elements of ASL, such as time and tense formation, and compare them to linguistic elements in English. 4C.CC.IH.C

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## 2 Language Comparisons - Learners discuss the nature of language through comparisons of American Sign Languages and other languages. 4C.LC

**LC.** Proficiency Benchmark: Intermediate - I can explain and provide universal details about differences and similarities between American Deaf culture, American Culture, and other signed languages - countries' cultures. 4C.LC

**IL.** Intermediate Low (IL) IL

- a** I can identify the similarities and differences between traditional schools for the Deaf and their own, and compare their family life with other Deaf families. 4C.LC.IL.A
- b** I can contrast verbal and nonverbal behavior within particular activities among friends, classmates, family members, and teachers in Deaf culture and their own culture. 4C.LC.IL.B
- c** I can discuss that I have a culture, by comparing sample daily activities in Deaf culture and their own. 4C.LC.IL.C

**IM.** Intermediate Mid (IM) IM

- a** I can 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. 4C.LC.IM.A
- b** I can examine the relationship between cultural perspectives and products by analyzing selected products from Deaf culture and their own. 4C.LC.IM.B

**IH.** Intermediate High (IH) IH

- a** I can develop an understanding of the use of rhythm and instrumentation used in Deaf performances. 4C.LC.IH.A
  - b** I can compare and analyze the cultural nuances of meaning in words, expressions, idioms, and figurative language in ASL and English, or other spoken languages. 4C.LC.IH.B
  - c** I can hypothesize about the relationship between perspectives and practices in Deaf culture and compare these with similar relationships from their own culture. 4C.LC.IH.C
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**Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.** 5C

**1 School and Global - Learners use American Sign Language within and beyond the school setting.** 5C.SG

**SG.** Proficiency Benchmark: Intermediate - I can use ASL language both within and beyond the classroom to interact and collaborate in the Deaf community. 5C.SG

**IL.** Intermediate Low (IL) IL

- a** I can use ASL to communicate with members of the Deaf community about daily life, various experiences, and special events. 5C.SG.IL.A
- b** I can use ASL to plan activities that benefit the school or community. 5C.SG.IL.B
- c** I can use ASL to participate in the Deaf community activities and projects with Deaf people outside of school. 5C.SG.IL.C

**IM.** Intermediate Mid (IM) IM

- a** I can invite community members to participate in ASL or Deaf-related school events. 5C.SG.IM.A
- b** I can use ASL to communicate with members of the Deaf community about personal interests or community and world events. 5C.SG.IM.B
- c** I can use ASL to interact with or help Deaf newcomers to the school and community. 5C.SG.IM.C

**IH.** Intermediate High (IH) IH

- a** I can participate in school-to-work projects or career-exploration activities in fields that require proficiency in ASL. 5C.SG.IH.A
- b** I can give a performance in ASL at a school or community event. 5C.SG.IH.B

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**2 Lifelong Learning - Learners show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment. 5C.LL**

**LL.** Proficiency Benchmark: Intermediate - I can use ASL both within and beyond the classroom to interact and learn in the Deaf community and in the globalized world. 5C.LL

**IL.** Intermediate Low (IL) IL

- a** I can study the significance of Martha's Vineyard in the Deaf history. 5C.LL.IL.A
- b** I can attend a children's play, puppet show, or storytelling presented in ASL. 5C.LL.IL.B
- c** I can view materials and/or use media in ASL for enjoyment or personal growth. 5C.LL.IL.C

**IM.** Intermediate Mid (IM) IM

- a** I can exchange information about topics of personal interest with ASL users. 5C.LL.IM.A
- b** I can establish and/or maintain interpersonal relationships with ASL users. 5C.LL.IM.B
- c** I can engage in activities related to personal interests gained from exposure to ASL and interact with Deaf culture. 5C.LL.IM.C
- d** I can attend cultural events or social activities that reflect Deaf culture. 5C.LL.IM.D

**IH.** Intermediate High (IH) IH

- a** I can attend cultural events or social activities that reflect Deaf culture. 5C.LL.IH.A
- b** I can act participate as a volunteer or mentor to a younger learner of ASL. 5C.LL.IH.B
- c** I can plan real or imaginary travel, events, and forums. 5C.LL.IH.C