

(5) While other languages possess a spoken and/or written element, ASL incorporates manual components with no verbal and/or written form. ASL is a fully developed natural

Knowledge and Skill Statement	Student Expectation	Breakout
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(1) Communication. The student communicates in ASL using expressive and receptive communication skills

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Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using familiar words, concepts, classifiers, phrases, and sentences to others without voice	(iii) convey without voice information to others in ASL using familiar classifiers
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using familiar words, concepts, classifiers, phrases, and sentences to others without voice	(iv) convey without voice information to others in ASL using familiar phrases
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using familiar words, concepts, classifiers, phrases, and sentences to others without voice	(v) convey information to others in ASL using familiar sentences without voice
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(i) demonstrate appropriate usage of ASL phonology
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(ii) demonstrate appropriate usage of ASL morphology
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(iii) demonstrate appropriate usage of ASL syntax
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(iv) demonstrate appropriate usage of ASL semantics

Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(v) demonstrate appropriate usage of ASL pragmatics
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(E) be exposed to and experience ASL literature such as handshape stories that follows traditional cultural features	(i) be exposed to ASL literature that follows traditional cultural features
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(E) be exposed to and experience ASL literature such as handshape stories that follows traditional cultural features	(ii) experience ASL literature that follows traditional cultural features
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture	(i) recognize Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture	(ii) use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture	(i) show evidence of appreciation of ASL literature created by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture	(ii) show how [ASL literature created by the Deaf] applies to the perspectives of American Deaf culture

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:</p>	<p>(C) show evidence of appreciation of the contributions by the Deaf and how they are applied to the perspectives of American Deaf culture such as historical, geogra</p>	<p>1.1(udent)1.1(gai)3.3(ns)2.3(k)2.4(now)3.7(l)3.2(edge and))TJ 0 -1.277 TD [(unc 3.1(2)2.1(Kw)3.6(ey)2.3(es)2.4()1.1()3.1(he s)2.4() 15K.3(i)3.3(denc)2.4(e of)1.1(apn D)3.6(ea.1(or)-2.1(i)3)3.3(c)2.3(al)3.3(,)01.1(geogr)- Aunitudh o1(i)3.2(renc)2.4(e of)ubj2.4(pe.1())TJ T* ct)1.1(he as1.1(o tppl2.4(t)1.a.1(or)quul)3ea)1.1(ude.)2.3(al)3.1(i)3.2f1(geogr)-2.1eaft</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to information about ASL and Deaf culture	(iii) use resources to gain access to information about Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to information about ASL and Deaf culture	(iv) use digital technology to gain access to information about Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(B) use ASL to obtain, reinforce, or expand knowledge of other subject areas	(i) use ASL to obtain, reinforce, or expand knowledge of other subject areas
(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL	(i) demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL
(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(B) demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture	(i) demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture
(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(C) demonstrate an understanding of how one language and culture can influence another	(i) demonstrate an understanding of how one language can influence another

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<p>(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:</p>	<p>(C) demonstrate an understanding of how one language and culture can influence another</p>	<p>(ii) demonstrate an understanding of how one culture can influence another</p>
<p>(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:</p>	<p>(A) apply ASL at the novice proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events</p>	<p>(i) apply ASL at the novice proficiency level in or out of the school setting through involvement in cultural activities</p>
<p>(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:</p>		