

Languages Other than English (LOTE)

(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 language that is used by members of the North American Deaf Community. The language is distinct from gestures seen in spoken languages in that signs used in ASL are defined by the structures of its linguistic system, independent of English. ASL encompasses all of the features that make a language a unique, rule-governed communication system. ASL includes handshapes, movements, and other grammatical features needed to form signs and sentences, and parts combine to make wholes. It is not a simplified language and contains structures and processes that English does not. The premise of Deaf culture is rooted in the language itself and cannot be separated.

(6) ASL is a signed language where the modes of communication involve different skills than written and/or spoken languages. ASL is not a formal written language. The term used to describe a chosen written system of symbols devised to transcribe signs and nonmanual signals to an English equivalent. Since ASL information is received not in an auditory manner, communication skills in ASL are defined as follows:

(A) interpretive listening and reading targets are called interpretive receptive;

(B) one-to-one interpersonal targets are called receptive and expressive; and

(C) one-to-many presentational speaking is expressed through signs and the target is presentational expressive.

(7) Using age-appropriate materials, students in ASL Level II develop the ability to perform the tasks of the novice-to-intermediate language learner. The novice-to-intermediate language learner, when dealing with familiar topics, should understand ASL phrases receptively and respond expressively with learned material; sign learned words, phrases, and sentences; recognize the importance of communication and how it applies to the American Deaf culture; and recognize the importance of accuracy of expression. Knowing the components of ASL. Students use expressive and receptive skills for comprehension.

(8) ASL Level II proficiency levels, as defined by ACTFL and ASLTA, are as follows: interpersonal receptive, novice mid; interpersonal expressive, intermediate low; interpersonal receptive, intermediate low; and presentational expressive, intermediate mid.

(9) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills at the prescribed proficiency level. Heritage language learners can communicate across all modes of communication. According to ASLTA's National K-16 ASL Standards, "heritage language learning is an emerging issue in ASL instruction. The instruction of ASL to deaf 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."

(10) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrations.

(c) Knowledge and Skills.

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:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information	(i) engage in a variety of ASL exchanges of learned material to socialize
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information	(ii) engage in a variety of ASL exchanges of learned material to provide information
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information	(iii) engage in a variety of ASL exchanges of learned material to obtain information
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(B) demonstrate an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics	(i) demonstrate an understanding of ASL when dealing with familiar topics
(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 concepts, phrases, and sentences to others without voice	(ii) convey without voice information to others in ASL using concepts
(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 concepts, phrases, and sentences to others without voice	(iii) convey without voice information to others in , 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 concepts, phrases, and sentences to others without voice	(iii) convey without voice information to others in ASL using phrases

Knowledge and Skill Statement	Student Expectation	Breakout
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(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 concepts, classes, phrases, and sentences to others without voice

(D) convey without voice information to others in ASL using sentences

(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,

Knowledge and Skill Statement	Student Expectation	Breakout
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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:	(B) use ASL to obtain, reinforce, or expand knowledge of other subject areas	(B) use ASL to obtain, reinforce, or expand knowledge of other subject areas
(4) Comparisons. The student develops or expands 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 or expands 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 American Deaf culture	(ii) 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 or expands 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	(j) demonstrate an understanding of how one language can influence another
(4) Comparisons. The student develops or expands 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	(j) demonstrate an understanding of how one culture can influence another

Knowledge and Skill Statement	Student Expectation	Breakout
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(A) apply ASL at the novice-to-intermediate proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events	(i) apply ASL at the novice-to-intermediate proficiency level in or out of the school setting through involvement in cultural activities
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(B) use technology to communicate with the Deaf/ASL community	(ii) use technology to communicate with the Deaf/ASL community
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(C) show evidence of becoming a lifelong learner by using ASL at the novice-to-intermediate proficiency level for personal enrichment and career development	(i) show evidence of becoming a lifelong learner by using ASL at the novice-to-intermediate proficiency level for personal enrichment
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(C) show evidence of becoming a lifelong learner by using ASL at the novice-to-intermediate proficiency level for personal enrichment and career development	(ii) show evidence of becoming a lifelong learner by using ASL at the novice-to-intermediate proficiency level for career development