

Languages Other than English (LOTE)





Knowledge and Skill Statement	Student Expectation	Breakout
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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:	(E) create and express ASL literature, including handshape stories, that follows traditional cultural features	(i) create ASL literature, including handshape stories, 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) create and express ASL literature, including handshape stories, that follows traditional cultural features	(ii) express ASL literature, including handshape stories, that follows traditional cultural features
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) apply ASL to recognize and use Deaf cultural norms to demonstrate an in-depth understanding of the perspectives of American Deaf culture	(i) apply ASL to recognize Deaf cultural norms to demonstrate an in-depth 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) apply ASL to recognize and use Deaf cultural norms to demonstrate an in-depth understanding of the perspectives of American Deaf culture	(ii) apply ASL to use Deaf cultural norms to demonstrate an in-depth understanding of the perspectives of Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) apply ASL to show evidence of an in depth appreciation of ASL literature created by the Deaf that applies to the perspectives of American Deaf culture	(i) apply ASL to show evidence of an in depth 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) apply ASL to show evidence of an in depth appreciation of ASL literature created by the Deaf that applies to the perspectives of American Deaf culture	(ii) apply ASL to show how [ASL literature] applies to the perspectives of American Deaf culture



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 extensive information about ASL and Deaf culture	(i) use digital technology to gain access to extensive information about ASL
(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 extensive information about ASL and Deaf culture	(ii) use resources to gain access to extensive 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 extensive information about ASL and Deaf culture	(iii) use digital technology to gain access to extensive 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) apply ASL at the advanced proficiency level to reinforce, or expand knowledge of other subject areas	(ii) apply ASL at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas
(4) Comparisons. The student expands insight into 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) apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL	(i) apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL
(4) Comparisons. The student expands insight into 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) apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and American Deaf culture	(i) apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture

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<p>(4) Comparisons. The student expands 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) apply ASL at the advanced proficiency level to demonstrate an understanding of how one language and culture can influence another</p>	<p>(i) apply ASL at the advanced proficiency level to demonstrate an understanding of how one language and culture can influence another</p>
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<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 advanced proficiency level in the school setting through involvement in cultural activities such as attending Deaf events</p>	<p>(i) apply ASL at the advanced proficiency level in or out of the school setting through involvement in cultural activities</p>
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<p>(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:</p>	<p>(B) use technology to communicate with the Deaf/ASL community</p>	<p>(i) use technology to communicate with the Deaf/ASL community</p>
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(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to: