

**Louisiana World Language Content Standards  
American Sign Language (ASL)**

**Proficiency Level: Novice Low**

**Strand 1: Connections to Language and Literacy:**

Learning a world language also referred to as the target language, helps students develop a greater understanding and insight into the nature of language – their own language and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

ASL.CLL.NL.1	<b>Linguistic Competencies</b>	
	<b>Standard 1: Interpersonal Communication</b>	
	Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NL.1.1	1. Imitate, recognize, and produce appropriate signs in order to build words and phrases to communicate meaning.	1. I can sign or fingerspell my name. 2. I can acknowledge when the teacher spells my name. 3. I can identify myself as a student. 4. I can imitate the teacher’s signs using correct hand movement and palm orientation. 5. I can sign “hello”.

	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NL.1.2	2. Identify and classify the nature of speech as a question, command, or statement based on non-manual markers to communicate or respond appropriately.	1. I can respond to a “yes” or “no” question using the correct sign and non-manual markers.  2. I can respond to a “wh” question using the correct sign and non-manual markers.  3. I can tell the difference between a question, statement, or command.
ASL.CLL.NL.1.3	3. Express basic preferences, emotions and viewpoints using memorized or familiar words and phrases.	1. I can introduce myself and sign hello to greet another person.  2. I can express preferences, such as likes and dislikes associated with familiar objects.  3. I can negate or confirm likes or dislikes on basic information.
ASL.CLL.NL.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NL.2.1	1. Interpret simple text or pictures using visual clues, signs, intonation, and prompts.	1. I can interpret a picture by signing its meaning.  2. I can infer emotion from a picture and sign and show the appropriate facial expression to match.  3. I can draw a shape after seeing the teacher trace it in the air.

	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NL.2.2	2. Identify the overall meaning of the simple signed message or text.	1. I can point to the appropriate picture after the teacher signs a brief message.  2. I can perform a simple signed command such as “stand up” or “turn the lights on.”  3. I can identify whether two signed/fingerspelled words are the same or different.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NL.2.3	3. Recognize basic vocabulary related to concrete objects and actions on familiar topics.	1. I can identify objects in my immediate environment by spelling or signing them.  2. I can follow a basic direction using classroom materials, such as take out paper and pen.
ASL.CLL.NL.2.4	4. Recognize a limited number of isolated words and show evidence of understanding sign language that is repeated and highly supported by contextual clues.	1. I can pick a color from a signed picture that matches a familiar item.  2. I can respond appropriately when asked someone’s gender.  3. I can sign the name of school fixtures after seeing the teacher model, such as water fountain or tree.

ASL.CLL.NL.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NL.3.1	1. Present memorized information on familiar topics.	1. I can sign information about my family members by presenting a family tree.  2. I can present basic information about myself, such as I am a boy.
ASL.CLL.NL.3.2	2. Recite (or sign) memorized parts and phrases from authentic material related to the target culture(s).	1. I can sign a phrase from the Pledge of Allegiance.  2. I can sign the “Happy Birthday” song.  3. I can sign a line from or portion of “The Star-Spangled Banner”.
ASL.CLL.NL.3.3	3. Give simple instructions to complete specific tasks.	1. I can sign the commands to stand up or sit down. 2. I can ask a peer to retrieve a sheet of paper for me.

## Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

ASL.COD.NL.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.NL.1.1	1. Exchange information about topics in other disciplines using basic words and memorized phrases.	1. I can ask where someone lives and respond about my own living structure.  2. I can request the proper materials needed for my science project.
ASL.COD.NL.1.2	2. Use cognates and loan words from the target language in conversations about other disciplines.	1. I can use fingerspell loan signs appropriately in conversation.  2. I can fingerspell famous historical figures' names
ASL.COD.NL.1.3	3. Use readily available technology tools and digital literacy skills to communicate in the target language.	1. I can use an ASL video for reception and discussion on academic topics.  2. I can recognize basic signs for technology vocabulary.

ASL.COD.NL.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.NL.2.1	1. Recognize basic vocabulary and phrases in simple authentic messages and informational texts.	1. I can point to an appropriate object after seeing the teacher ask for several classroom materials.  2. I can write the number from a signed sentence that uses numbers in context, such as addresses and dates.
ASL.COD.NL.2.2	2. Recognize how the basic terms in other disciplines may be different from the students' native language and the target language.	1. I can compare the sign for subject-specific terms to the native language.  2. I can sign different meanings for the word "run" in different subject contexts.
ASL.COD.NL.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.NL.3.1	1. Present simple viewpoints and information from other disciplines using memorized words and phrases.	1. I can express my opinion of other subject matter with appropriate signs, fingerspelling, and facial expression.  2. I can express my feelings about courses that I am taking such as math or science.
ASL.COD.NL.3.2	2. Identify and name common objects and actions in other disciplines.	1. I can sign a food from each of the food groups.  2. I can sign numbers and simple math problems.

### Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds.

ASL.ICC.NL.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NL.1.1	1. Use facts, expressions, and products from the target culture to enhance communication.	1. I can converse using the appropriate facial expression. 2. I can converse using the correct non-manual markers that convey my emotion.
ASL.ICC.NL.1.2	2. Use culturally sensitive, simple communication strategies from the target language to interact with others.	1. I can get a Deaf person's attention in an appropriate way. 2. I can play a game with a Deaf peer using only signs or fingerspelling.
ASL.ICC.NL.1.3	3. Use simple appropriate visual clues, body language, and cultural practices from the target culture to initiate or respond to a short exchange of information.	1. I can maintain appropriate eye contact while signing with a peer. 2. I can enter a signed conversation appropriately.
ASL.ICC.NL.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NL.2.1	1. Recognize single words and simple, memorized phrases from media in the language community.	1. I can watch signers on an ASL video and point out and mimic recognized vocabulary and phrases.

		2. I can compare the difference between captioned and non-captioned cartoons.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NL.2.2	2. Demonstrate understanding of simple, signed expressions and memorized phrases commonly used in the target language communities.	1. I can identify and sign Deaf slang, such as “What’s up?” or “Oh, I see”, as used in the Deaf community.  2. I can watch a video of the Deaf President Now protest and summarize the event.
ASL.ICC.NL.2.3	3. Identify an authentic cultural event and/or social activity from the target culture.	1. I can answer questions about a Deaf event flyer.  2. I can tell 3 differences between a hearing aid and a cochlear implant.
ASL.ICC.NL.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NL.3.1	1. Present basic information or some aspects of the target culture, such as products or community activities using simple words or phrases.	1. I can describe or demonstrate different ways a Deaf person wakes up in the morning.  2. I can demonstrate how to get someone’s attention at a crowded party.
ASL.ICC.NL.3.2	2. Present examples of cultural interactions of the target culture, such as traditions, celebrations etc.	1. I can show the difference between two signs that differ regionally or generationally.  2. I can sign informal slang used with friends and family.  3. I can sign formal words appropriate for professional



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**Louisiana World Language Content Standards  
American Sign Language (ASL)**

**Proficiency Level: Novice Mid**

**Strand 1: Connections to Language and Literacy:**

Learning a world language also referred to as the target language, helps students develop a greater understanding and insight into the nature of language – their own language and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

ASL.CLL.NM.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NM.1.1	1. Imitate, recognize, and produce appropriate non-manual markers to communicate meaning.	1. I can exchange introductions with peers. 2. I can ask a yes/no question to figure out my fictional identity.
ASL.CLL.NM.1.2	2. Use memorized or familiar expressions to respond to simple questions, statements, commands, or other visual stimuli.	1. I can respond to a question with a confirmation or negation using appropriate signs and facial expression. 2. I can ask a peer who his/her family members are using correct signs and non manual markers.
ASL.CLL.NM.1.3	3. Express preferences, emotions, and viewpoints using memorized or familiar words and phrases.	1. I can ask a peer if they like a certain object using signs and facial expression. 2. I can ask a peer how he/she likes riding the bus to school, and

		respond accordingly.
ASL.CLL.NM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NM.2.1	1. Infer conclusions from simple texts and signed messages about familiar topics, using context clues, charts, graphs, and cognates.	<p>1. I can predict the ending, after seeing a short signed story.</p> <p>2. I can count how many stops a bus driver makes after seeing him explain his route.</p> <p>3. I can predict the ending of a signed story or dramatic piece.</p>
ASL.CLL.NM.2.2	2. Recognize memorized vocabulary, questions, and simple sentences related to concrete objects and actions on familiar topics.	<p>1. I can look at a signed phrase in an ASL book and label by sign or concept.</p> <p>2. I can point to a location on campus to confirm a simple direction.</p>
ASL.CLL.NM.2.3	3. Demonstrate understanding of language components, such as tone, parts of speech, prefixes, verb endings, and word families.	<p>1. I can appropriately use the “agent” marker to change a verb to a noun with its specific sign.</p> <p>2. I can express past tense by signing “finish” after a verb.</p>
ASL.CLL.NM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NM.3.1	1. Present basic information with words, phrases and memorized expressions on familiar topics.	1. I can present a basic time line of my life using signs and spelling where appropriate.

		<p>2. I can tell about members of my family tree.</p> <p>3. I can demonstrate understanding of a deaf joke by reacting appropriately.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NM.3.2	2. Sign memorized parts and phrases from stories or songs.	<p>1. I can sign a word from a text after being given a letter with which it starts.</p> <p>2. I can sign a short children’s story.</p>
ASL.CLL.NM.3.3	3. Give multi-step, basic instructions for specific tasks.	<p>1. I can sign a 3-step command to do a household chore.</p> <p>2. I can sign a 3-step direction to get what I want.</p>

## Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

ASL.COD.NM.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.NM.1.1	1. Exchange information about topics in other disciplines using phrases and some simple sentences.	1. I can sign my future profession using subject-specific terminology.  2. I can pretend I am a historical figure and respond to a yes/no questions about myself to guess “Who I Am”.
ASL.COD.NM.1.2	2. Identify subject specific cognates and loan words from the target language in other disciplines	1. I can sign or fingerspell words specific to academic subjects.  2. I can converse with a peer using simple, subject-specific loan signs.
ASL.COD.NM.1.3	3. Use readily available technology tools and digital literacy skills to exchange academic information in the target language.	1. I can identify a city or state on a map projected on a Smart board after seeing it spelled or signed.  2. I can play visual Tic-Tac-Toe by using the board, a writer, and a signer giving directions on where to mark on the board.

ASL.COD.NM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.NM.2.1	1. Comprehend and interpret basic information in authentic messages and informational texts.	1. I can watch a signer’s prompt and select an appropriate answer.  2. I can circle the correct answer from a video signed description about the solar system.  3. I can match money signs with printed words.  4. I can watch the teacher sign a simple math problem and tell the answer.
ASL.COD.NM.2.2	2. Follow simple one-step instructions to complete tasks from other disciplines.	1. I can follow one-step directions, such as to mix two paint colors.
ASL.COD.NM.2.3	3. Recognize how the basic terms from the students’ language in other content areas may be different from the students’ target language.	1. I can fingerspell a technical word when there is no sign.  2. I can classify the vocabulary of the target language and students’ native language in different content areas.

ASL.COD.NM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.NM.3.1	1. Present viewpoints and information from other disciplines using words, phrases, and memorized expressions.	1. I can sign using appropriate body movements corresponding with opinions (negative, positive) about energy sources.  2. I can tell whether or not I recycle and why.
ASL.COD.NM.3.2	2. Describe common objects and actions from other disciplines.	1. I can describe objects from other academic areas using signs or gestures.  2. I can describe objects in the sky, such as the sun, moon, and stars.
ASL.COD.NM.3.3	3. Create simple presentations to connect common themes from other disciplines using a variety of available technology tools and digital literacy skills.	1. I can sign phrases and show a PowerPoint describing the “Deaf President Now” protest at Gallaudet University.  2. I can explain the history of the signing vs. oralism controversy.

### Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds.

ASL.ICC.NM.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language..	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NM.1.1	1. Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.	1. I can have a simple chat using a videophone.  2. I can greet and exchange personal information when meeting another person.
ASL.ICC.NM.1.2	2. Use memorized words and phrases to describe familiar topics from the target culture.	1. I can identify myself to someone as Deaf, hearing, or hard-of-hearing.  2. I can ask a peer where they learned to sign.
ASL.ICC.NM.1.3	3. Differentiate the use of visual cues, body language, and cultural practices from the target culture needed to communicate appropriately.	1. I can walk through a signed conversation appropriately without interrupting.  2. I can sign using body shifting when appropriate.
ASL.ICC.NM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using receptive and viewing strategies	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NM.2.1	1. Interpret basic information about the main idea and relevant details in authentic materials.	1. I can watch a signer tell a children’s tale and identify characters.  2. I can watch a signer explain why he is late and restate for



		verification.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NM.2.1	1. Interpret basic information about the main idea and relevant details in authentic materials.	<p>1. I can watch a signer tell a children’s tale and identify characters.</p> <p>2. I can watch a signer explain why he is late and restate for verification.</p>
ASL.ICC.NM.2.3	3. Infer meaning from familiar texts and messages by using visual cues, such as road signs, charts, and graphs that reflect the target language.	<p>1. I can guess a peer’s fictional profession by watching simple signed clues.</p> <p>2. I can draw out a character after watching a signed description of it.</p>
ASL.ICC.NM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NM.3.1	1. Describe community activities and products of activities using memorized short phrases and simple sentences.	<p>1. I can describe the basic rules, after playing a game.</p> <p>2. I can demonstrate a few signs that differ throughout different regions or cultures.</p>
ASL.ICC.NM.3.2	2. Describe community traditions and products of activities using memorized short phrases and simple sentences.	<p>1. I can show how a hearing person receives a name sign in Deaf culture.</p> <p>2. I can explain why it is rude not to sign in a deaf person’s presence.</p>

**Louisiana World Language Content Standards  
American Sign Language (ASL)**

**Proficiency Level: Novice High**

**Strand 1: Connections to Language and Literacy:**

Learning a world language also referred to as the target language, helps students develop a greater understanding and insight into the nature of language – their own language and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

ASL.CL.NH.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CL.NH.1.1	1. Interact with others in short social everyday situations using appropriate non-manual markers and simple sentences	1. I can fingerspell names and other proper nouns with fluidity in sentence context.  2. I can ask someone why they were absent yesterday.
ASL.CL.NH.1.2	2. Ask and respond to questions on familiar topics using appropriate non-manual markers.	1. I can read other signers' questions, statements, and commands and respond with longer connected thoughts and concepts.  2. I can converse with someone about where we grew up and where we went to school.

	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NH.1.4	4. Request or give simple directions using appropriate non-manual markers.	<p>1. I can ask a peer specific questions about family members using correct signs, fingerspelling, facial expressions, and non-manual markers.</p> <p>2. I can ask for directions to a restaurant and identify landmarks.</p>
ASL.CLL.NH.2	<p><b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using receptive and viewing strategies.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NH.2.1	1. Summarize simple texts, announcements, and signed messages about familiar topics including main ideas and supporting details.	<p>1. I can summarize the major events and details about a vacation, after seeing a signed conversation about the trip.</p> <p>2. I can explain the rank of children in the family, after watching a signer describe his family structure.</p>
ASL.CLL.NH.2.2	2. Compare simple fictional texts/ messages with non-fictional texts/ messages about familiar topics.	<p>1. I can compare the difference between a fictional storybook character and a non-fictional character by using appropriate body shifts, expressions, and non-manual markers.</p> <p>2. I can explain why expressions/non-manual markers differ when signing “God Bless the USA” versus “Jingle Bells”.</p>
ASL.CLL.NH.2.3	3. Use knowledge of word families/characters and cognates to figure out the meaning of new words and expressions in some familiar topics.	<p>1. I can recognize the similarity of sign families and associate or identify similar terms by group.</p> <p>2. I can create profession signs by adding the person marker to more complex vocabulary words.</p>

	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NH.2.4	4. Follow multi-step instructions.	<p>1. I can retell the procedural steps for checking in late to school after someone explains the steps to me.</p> <p>2. I can show that I understand how to make a paper airplane by summarizing the steps after seeing them signed.</p>
ASL.CLL.NH.3	<p><b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.NH.3.1	1. Present basic information on familiar topics using phrases and simple sentences.	<p>1. I can describe a famous person for the audience to guess based on my signed clues.</p> <p>2. I can relate a memorable event in my life with appropriate signs, facial expressions, and non-manual markers.</p>
ASL.CLL.NH.3.2	2. Present a form of text and simple story from the target culture.	<p>1. I can sign a joke with correct signs and facial expressions.</p> <p>2. I can describe a famous Deaf person.</p>
ASL.CLL.NH.3.3	3. Explain step-by-step instructions to complete a task.	<p>1. I can sign the steps to build a snowman.</p> <p>2. I can ask or tell where something is located step-by-step.</p>

## Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

ASL.COD.NH.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.NH.1.1	1. Exchange information about topics in other disciplines using simple phrases and short sentences.	1. I can ask a peer about his or her favorite subject and respond accordingly with correct facial expression.  2. I can discuss the rules of a sport from my physical education class.
ASL.COD.NH.1.2	2. Use familiar topics in the students' native culture and target culture to exchange information about learned concepts related to other disciplines.	1. I can ask how to make a simple recipe.  2. I can explain what time certain activities happen and ask for assistance with those activities.
ASL.COD.NH.1.3	3. Use readily available technology tools and digital literacy skills to exchange/discuss academic information in the target language.	1. I can discuss classwork from a science project with a peer via videophone using the target language.

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		2. I can discuss a recent election with a peer via videophone.
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ASL.COD.NH.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.NH.2.1	1. Interpret the main ideas and some supporting details of simple texts containing familiar vocabulary from other details.	1. I can answer questions about signed clock times and calendar events.  2. After looking at a school map, I can tell where something is located by giving directions.
ASL.COD.NH.2.2	2. Follow multi-step instructions, directions, and requests from authentic materials in other disciplines that use the target language.	1. I can receive and understand signed instructions on how to divide colored manipulatives into fractional pieces.  2. After counting the number of objects in a group, I can sign the number of objects in each group.
ASL.COD.NH.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.NH.3.1	1. Present viewpoints, information, and themes from other disciplines using simple sentences.	1. I can express my opinion about cochlear implants.  2. I can express my opinion about the cost of an object.
ASL.COD.NH.3.2	2. Describe common objects and actions from other disciplines with short phrases and simple sentences.	1. I can explain the difference between a hearing aid and a cochlear implant.  2. I can describe my favorite clothing or styles.
ASL.COD.NH.3.3	3. Connect common themes from other disciplines using a variety of available technology tools and digital literacy skills.	1. I can present a report on a Deaf inventor or scientist using a PowerPoint.  2. I can demonstrate how to solve an addition problem.





**Strand 3: Intercultural Competencies**

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds.

ASL.ICC.NH.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NH.1.1	1. Carry out short interactions on familiar topics with communities of learners of the same target language.	1. I can meet and greet peers in the target language.  2. I can consistently maintain appropriate eye contact and body language during a signed conversation.
ASL.ICC.NH.1.2	2. Use simple phrases and short sentences to describe familiar topics from the target culture.	1. I can point out someone in a room by describing their physical appearance.  2. I can describe uniforms required for different careers.
ASL.ICC.NH.1.3	3. Use and discuss key characteristics of the target cultures' traditions.	1. I can discuss different ways signs are passed down through generations and how they vary regionally.  2. I can discuss differences in hearing families with deaf children and all deaf families.

ASL.ICC.NH.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NH.2.1	1. Predict the outcomes in authentic text or signed messages.	1. I can watch a signed unfamiliar story and predict how it will end.  2. I can read an FCC announcement related to Deaf people and predict how it will impact the Deaf community.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NH.2.2	2. Demonstrate understanding of the meaning of short messages used in the target culture or by communities of learners of the same target language.	1. I can watch a signed joke in Deaf culture and explain why it is humorous.  2. I can draw a picture after seeing Signing Santa describe his reindeer to show my understanding.
ASL.ICC.NH.2.3	3. Demonstrate understanding of practices, products, and perspectives on familiar topics from simple texts or signed messages.	1. I can watch a signed narrative of a person's opinion of a new product on the market and compare it to mine.  2. I can offer a solution to the problem, after watching a videotape scenario of a conflict.
ASL.ICC.NH.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NH.3.1	1. Present information on community activities and products using short phrases and simple sentences.	1. I can describe the qualifications needed to join a local sports team.  2. I can compare and contrast similarities and differences between a bingo game and a community Deaf bingo event.

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	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.NH.3.2	2. Present information on community traditions and products using short phrases and simple sentences.	<p>1. I can explain the existence and value of Deaf clubs in Deaf culture.</p> <p>2. I can compare the cochlear implant controversy to another scientific invention that is a controversial topic.</p> <p>3. I can compare and contrast similarities and differences between a Deaf college and a hearing college.</p>

**Louisiana World Language Content Standards  
American Sign Language (ASL)**

**Proficiency Level: Intermediate Low**

**Strand 1: Connections to Language and Literacy:**

Learning a world language also referred to as the target language, helps students develop a greater understanding and insight into the nature of language – their own language and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

ASL.CLL.IL.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IL.1.1	1. Interact with others in short social situations on familiar topics using phrases and short sentences.	1. I can ask what kind of structure someone lives in such as a house, apt, etc.  2. I can describe a short sequence of activities, such as a trip to a grocery store, then to a soccer game, then home.  3. I can express needs and make an appropriate request.
ASL.CLL.IL.1.2	2. Ask and respond to questions and exchange information on familiar topics at grade-appropriate levels using a series of sentences.	1. I can describe my morning routine and ask someone about their schedule.  2. I can respond to someone who is asking where a location is by giving them directions.

		3. I can ask for clarifying information about a person from a given ASL description.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.II.1.3	3. Express reactions and emotions to others on familiar topics using a series of sentences.	1. I can respond appropriately to an emotional statement with signs and non-manual markers.  2. I can offer assistance when someone expresses a need for help.  3. I can sign emotions and feelings with appropriate facial expressions.
ASL.CLL.II.1.4	4. Request and give multi-step directions.	1. I can give multi-step directions about different locations in the home.  2. I can request multi-step directions about different locations on a school campus.  3. I can follow multistep directions to locate an object in the classroom.
ASL.CLL.II.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using receptive and viewing strategies	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.II.2.1	1. Understand the main idea and some details from authentic texts or signed message on familiar topics.	1. I can summarize the main points or important details from it, after seeing a complex ASL video story.  2. I can answer questions about the layout, after seeing a signed description of someone's vacation home.

	<b>Objectives</b>	<b>Sample Learning Targets</b>
		3. I can label where objects belong on a picture after watching a signed description of their locations.
ASL.CLL.II.2.2	2. Interpret some details of announcements and messages on familiar topics expressed in short conversations and oral presentations.	1. I can re-tell the details of the story using accurate signs and non-manual markers, after a signer explains a life story,  2. I can read an article in <i>DeafNews</i> and give a signed summary.  3. I can answer questions about a person based on a signed biography about the person.
ASL.CLL.II.2.3	3. Use knowledge of word or sign families to figure out main ideas and some details in authentic texts or media in some unfamiliar topics.	1. I can sign number combinations appropriate to their context, such as phone numbers and addresses.  2. I can fingerspell words within sign families with the appropriate cognate, such as double letter recognition: tattoo.  3. I can distinguish between fingerspelled words or names that have similar spellings, such as Jean, Jan, Jon, Jeanne.
ASL.CLL.II.2.4	4. Understand more complicated directions or instructions in a familiar setting or short conversation.	1. I can complete a multi-step task given by the teacher, such as visual tic-tac-toe.  2. I can summarize a signer’s weekly or daily routine including details.  3. I can chart information about my peers’ living arrangements based on a survey.





ASL.CLL.II.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.II.3.1	1. Provide information on familiar topics, situations, or experiences using a series of sentences with some details.	1. I can describe all three courses in my evening meal. 2. I can describe an outfit or clothing in the proper sequence. 3. I can sign a story about searching for and finding a lost item.
ASL.CLL.II.3.2	2. Present a summary of plot and characters from a selected piece of age-appropriate literature.	1. I can describe a favorite character's appearance. 2. I can summarize a movie I saw this weekend. 3. I can make a story board of the plot of a signed summary of a piece of literature.
ASL.CLL.II.3.3	3. Give a series of detailed instructions.	1. I can explain the rules of a game. 2. I can list the ingredients or tell how to prepare a favorite meal. 3. I can sign detailed instructions of a picture I want someone to draw.

## Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

ASL.COD.IL.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.IL.1.1	1. Exchange information about topics in other disciplines using a series of sentences.	1. I can ask questions about facts that I have learned in geography, history, art, music, math, science, language, or literature.  2. I can discuss current events, such as a recent hurricane or an election.  3. I can ask for and give information about nationalities of people.
ASL.COD.IL.1.2	2. Participate in discussions on familiar academic topics in uncomplicated situations.	1. I can ask for and give examples to clarify something further, such as a concept in a science or social studies course.  2. I can sign with a friend how to work a basic math problem.  3. I can use a map to discuss landmarks in major cities or states.

	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.IL.1.3	3. Use readily available technology tools and digital literacy skills to exchange academic information in the target language.	1. I can have a conversation about content from another discipline using a videophone.  2. I can video myself or a peer to critique conversational skills about an academic topic.  3. I can work with a partner and sign a math procedure that uses a calculator.
ASL.COD.IL.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.IL.2.1	1. Interpret the main ideas and some details of grade-level appropriate texts or signed videos containing familiar vocabulary from other disciplines.	1. I can gather the correct tools, after watching a signed video requesting the retrieval of scientific equipment.  2. I can point out the location on a map or globe, after watching a signer on a video describe a geographic location.  3. I can find the solution, after watching a signer on a video describe simple math problems of addition and subtraction,
ASL.COD.IL.2.2	2. Follow more complicated directions or instructions from authentic materials in other disciplines that use the target language.	1. I can follow a short series of detailed steps to conduct an experiment.  2. I can follow a recipe.  3. I can identify an object based on a signed description.

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ASL.COD.II.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.II.3.1	1. Present viewpoints, information, and themes from other disciplines using a series of sentences.	1. I can state an opinion about something I have learned on an academic topic, such as how I feel about recycling procedures in an environmental science class.  2. I can express a preference about an academic area, such as a preferred medium of art.  3. I can describe the weather outside for the entire week.
ASL.COD.II.3.2	2. Give a short presentation on something I have learned using a series of sentences.	1. I can summarize a current event.  2. I can present on a famous person or cultural landmark.  3. I can present on verb types in ASL.
ASL.COD.II.3.3	3. Connect common themes from other disciplines using a series of sentences.	1. I can explain my family history.  2. I can tell duration, frequency, and time of activities.  3. I can present information on the history of Deaf America.
ASL.COD.II.3.4	4. Create a presentation in the target language using a series of sentences with some details in a variety of available technology tools and digital literacy skills	1. I can collect simple data in class and present a bar graph of results.  2. I can create a media presentation to share about a famous Deaf person.  3. I can use technology to present information on the Deaf President Now movement.



### Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds.

ASL.ICC.IL.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.IL.1.1	1. Initiate and participate in conversations on familiar topics with speakers of the target language.	1. I can participate in a silent dinner with ASL peers.  2. I can initiate a conversation with someone by tapping gently to get their attention.  3. I can express a need and sign a request to satisfy the need.
ASL.ICC.IL.1.2	2. Exchange information on familiar topics with people from the target culture using simple sentences.	1. I can converse with a member of the Deaf community.  2. I can negotiate a signing environment by appropriately walking through a signed conversation.  3. I can ensure and maintain a clear sightline while signing with someone.
ASL.ICC.IL.1.3	3. Discuss target culture traditions and viewpoints.	1. I can discuss with classmates the events surrounding the Deaf President Now movement.  2. I can discuss in different signing systems and other national signed languages.





ASL.ICC.IL.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.IL.2.1	1. Recognize some details and the outcomes in target language texts or signed messages.	1. I can summarize the future of the customer, after watching a signed video about a fortune teller.  2. I can summarize an event in detail, after watching a <i>DeafNews</i> segment.  3. I can summarize the information, after watching a video of a signed summary of a book or movie.
ASL.ICC.IL.2.2	2. Demonstrate understanding of some details of practices, products, and perspectives on familiar topics.	1. I can discuss pros and cons of residential deaf schools vs. mainstreaming schools.  2. I can explain the services available to the Deaf community for accessibility.  3. I can identify technology used by the Deaf community.
ASL.ICC.IL.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.IL.3.1	1. Present information on community activities and products using a series of sentences.	1. I can describe the events during Deaf Bingo.  2. I can show a calendar while describing Deaf events occurring during the month.



**Louisiana World Language Content Standards  
American Sign Language (ASL)**

**Proficiency Level: Intermediate Mid**

**Strand 1: Connections to Language and Literacy:**

Learning a world language also referred to as the target language, helps students develop a greater understanding and insight into the nature of language – their own language and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

ASL.CLL.IM.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IM.1.1	1. Interact with others in short social situations on familiar topics using a series of connected sentences.	1. I can integrate two topics with similar themes, such as describing a living structure and details about what is inside the structure.  2. I can elaborate upon details of a story about a trip to the grocery store.  3. I can justify a request by explaining why something is needed.
ASL.CLL.IM.1.2	2. Ask and respond to questions and exchange information on familiar topics at grade-appropriate levels using a series of connected sentences.	1. I can ask for and give directions to a location in my community.  2. I can compare and discuss two different routes to a location.  3. I can compare and discuss the outfits of two different people and give opinions about the clothing.

	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IM.1.3	3. Express reactions and emotions to others on familiar topics with many details and in uncomplicated situations.	<ol style="list-style-type: none"> <li>1. I can complain about the cafeteria school lunch.</li> <li>2. I can express concern about an illness or health issues.</li> <li>3. I can express my opinion to peers and critique their feedback.</li> </ol>
ASL.CLL.IM.1.4	4. Give multi-step directions to discuss or provide solutions to problems.	<ol style="list-style-type: none"> <li>1. I can role play instructions on how to take medication.</li> <li>2. I can role play having a flat tire and describe how to change it.</li> <li>3. I can explain how to sew a button back on.</li> </ol>
ASL.CLL.IM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IM.2.1	1. Understand the main idea and many details from authentic texts or signed message on familiar topics.	<ol style="list-style-type: none"> <li>1. I can summarize how the item was found, after viewing an ASL story about a lost item.</li> <li>2. I can summarize the details of his/her story, after videotaping a peer signing a story on a given topic.</li> <li>3. I can answer questions about the conflict and the resolution, after viewing an ASL video segment about conflicts with plans.</li> </ol>
ASL.CLL.IM.2.2	2. Interpret many details of announcements, messages, conversations, and presentations on	<ol style="list-style-type: none"> <li>1. I can summarize a signed announcement about a natural disaster evacuation process.</li> </ol>

	familiar topics and some details in unfamiliar topics.	2. I can select a treatment option from signed recommendations from the doctor and discuss further treatment options.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IM.2.3	3. Use knowledge of word or sign families to summarize authentic texts in some unfamiliar topics.	1. I can infer the meaning of cognates using context clues, such as W-T for WHAT.  2. I can discuss how fingerspelling varies depending on context.  3. I can anticipate the content of a story by analyzing the cognates using contextual clues.
ASL.CLL.IM.2.4	4. Understand more complicated directions or instructions in a familiar and some unfamiliar settings or short conversations.	1. I can complete a multi-step task given in a role-play situation by a mechanic on how to fix my car problem.  2. I can perform the steps, after watching the teacher sign the process for cooking a recipe,  3. I can identify the layout of furniture and appliances in a room based on a signed description.
ASL.CLL.IM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IM.3.1	1. Provide information on familiar topics, situations, or experiences using a series of connected sentences with supporting details.	1. I can explain how to arrange a living room with all its components.  2. I can survey and present results about students' homes, such as how many bedrooms, what accessories are inside, etc.

		3. I can present information about a family using ranking and contrastive structure.
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	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IM.3.2	2. Make a simple factual presentation, narrate or act out poetry, lyrics, stories, and other literature from the target culture.	1. I can present information on a famous Deaf person, including life events.  2. I can act out a traditional deaf joke.  3. I can perform the Pledge of Allegiance in full ASL.
ASL.CLL.IM.3.3	3. Explain a series of detailed instructions to solve a problem or resolve a situation.	1. I can give suggestions about how to solve the problems, after hearing complaints about a roommate.  2. I can role play having a leak in my bathroom and the steps needed to fix it.  3. I can give detailed instructions on renovations made to a home.

## Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

ASL.COD.IM.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.IM.1.1	1. Exchange information about topics in other disciplines using a series of connected sentences.	<ol style="list-style-type: none"> <li>1. I can discuss an upcoming election.</li> <li>2. I can discuss a time line of events such as Columbus' discovery of America.</li> <li>3. I can ask for money or respond to a request for money.</li> </ol>
ASL.COD.IM.1.2	2. Participate in discussions on familiar and some unfamiliar academic topics in uncomplicated settings.	<ol style="list-style-type: none"> <li>1. I can describe the difference between a mammal and a reptile.</li> <li>2. I can compare and contrast science equipment.</li> <li>3. I can design a tourist brochure about a country and discuss features of that country.</li> </ol>
ASL.COD.IM.1.3	3. Use readily available technology tools and digital literacy skills to exchange/discuss academic information in short conversations.	<ol style="list-style-type: none"> <li>1. I can ask and answer questions about weather conditions in different places, using a web-based weather map.</li> <li>2. I can critique, through discussion, a video sample of a peer signing 3-dimensional geometric shapes.</li> <li>3. I can use an interactive map to discuss countries and</li> </ol>



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		nationalities.
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ASL.COD.IM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.IM.2.1	1. Interpret the main ideas and most details of grade-level appropriate texts or signed videos containing familiar vocabulary from other disciplines.	1. I can draw a map showing the features, after watching a video of signed descriptions of landforms.  2. I can explain the process of solving a division problem, After watching a signed explanation of it.  3. I can identify the amount of money left, after watching a signed discussion of giving and taking money,
ASL.COD.IM.2.2	2. Follow some complicated directions or instructions from authentic materials or some technical manuals in other disciplines that use the target language.	1. I can make a paper airplane, after watching a signer explain how to construct it.  2. I can demonstrate comprehension of a signed video on how to plant by following presented steps to plant a flower.  3. I can explain how to use a videophone, after watching a “help” video on how to use the device.

ASL.COD.IM.3	<b>Standard 3: Presentational</b> Present information, concepts, and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.IM.3.1	1. Present viewpoints, information, and themes with many details from other disciplines using a series of connected sentences.	1. I can compare the viewpoints and beliefs of electoral candidates.  2. I can predict the current weather conditions in a country based on prior geographic knowledge and present the information to my class.  3. I can compare and contrast the size of and the distance between planets in the solar system.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.IM.3.2	2. Present academic information in the target language using a series of connected sentences.	1. I can justify my opinion on recycling.  2. I can demonstrate how to solve a math problem.  3. I can prepare and present a timeline of events that occurred during the Deaf President Now protest.
ASL.COD.IM.3.3	3. Connect common themes from other disciplines using a series of connected sentences.	1. I can present different currencies from various countries and explain their values.  2. I can compare sizes of different animals with the amount of food they consume.  3. I can present information about my activities using clock and calendar numbers.
ASL.COD.IM.3.4	4. Create a presentation in the target language using a short narrative with some details in a variety of available technology tools and digital literacy skills	1. I can video myself describing the solar system.  2. I can create a media presentation on the five senses.



### Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds.

ASL.ICC.IM.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.IM.1.1	1. Carry out spontaneous conversations on familiar topics with speakers of the target language.	1. I can converse about what I ate for lunch. 2. I can chat with a classmate about the recent football game. 3. I can discuss the layout of my bedroom with a peer.
ASL.ICC.IM.1.2	2. Exchange information or personal opinions in uncomplicated situations with people from the target cultures using a series of connected sentences.	1. I can express and justify my opinion about Deaf clubs. 2. I can converse with a Deaf person about interpreting services. 3. I can converse about important events that have happened in my life.
ASL.ICC.IM.1.3	3. Discuss target culture traditions and viewpoints and express my reactions.	1. I can discuss different ways to get a Deaf person’s attention from across a room and express my reaction to these different ways. 2. I can discuss previous methods of Deaf people waking up compared to how Deaf people wake up today. 3. I can discuss cochlear implants with my classmates and express

		my opinion.
ASL.ICC.IM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.IM.2.1	1. Predict some details of the outcomes in target language texts or media on familiar topics using a series of sentences.	1. I can predict the ending of a story about a household chore signed by the teacher.  2. I can guess the identity of a famous person, when given signed clues about the individual.  3. I can predict the winner of a game show, while watching a signed video presentation of the show,
ASL.ICC.IM.2.2	2. Demonstrate understanding of the main ideas and some details of messages in the target cultures or by communities of learners of the same target language.	1. I can summarize a guest signer's experiences in a Deaf club.  2. I can choose a specific tool from a selection of similar tools, after watching a signed description of the tool,  3. I can answer questions about a classmate after viewing their signed autobiography.
ASL.ICC.IM.2.3	3. Demonstrate understanding of most details of practices, products, and perspectives on familiar topics.	1. I can summarize a Deaf person's experiences of growing up in a hearing family.  2. I can answer signed questions about the accomplishments of famous Deaf individuals.

ASL.ICC.IM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.IM.3.1	1. Present information on community activities and products using a series of connected sentences.	1. I can research and present the purpose and goals of the Louisiana Association of the Deaf (LAD).  2. I can make a media presentation about interpreting services available in my area.
ASL.ICC.IM.3.2	2. Present information on community traditions and products using a series of connected sentences.	1. I can compare the activities of a local Deaf club with a Deaf club in another state or country.  2. I can make a flyer advertising a Deaf picnic.

**Louisiana World Language Content Standards  
American Sign Language (ASL)**

**Proficiency Level: Intermediate High**

**Strand 1: Connections to Language and Literacy:**

Learning a world language also referred to as the target language, helps students develop a greater understanding and insight into the nature of language – their own language and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

ASL.CLL.IH.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IH.1.1	1. Interact with others on familiar topics in some complicated settings.	1. I can role play, with another student, a situation in which I am looking for an item in a department store and asking for help.  2. I can role play, with another student, ordering a meal in a restaurant.
ASL.CLL.IH.1.2	2. Ask and respond to questions and exchange information on familiar and some unfamiliar topics using grade-appropriate communication strategies.	1. I can ask for clarification about someone’s childhood memory after seeing the story signed.  2. I can ask questions evoking more details, after conversing with another signer about summer activities,  3. I can ask questions and respond to a classmate about his likes and dislikes.





	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IH.1.3	3. Express reactions and emotions to others on familiar topics and unfamiliar topics and in some complicated situations.	1. I can justify why I believe a movie character was good or bad.  2. I can express my sympathy, after watching a signed story about someone's car accident.  3. I can express my opinion and relate a similar incident, after watching a signed segment about unexpected life events.
ASL.CLL.IH.1.4	4. Give or request directions in some complicated situations.	1. I can explain the rules of how to play a card game.  2. I can request correct directions on how to play collegiate soccer.  3. I can give directions on how to use classifiers in ASL.
ASL.CLL.IH.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IH.2.1	1. Understand many different types of authentic texts (or signed messages) that contain unfamiliar vocabulary.	1. I can summarize the action in the story, after watching a fairy tale or fable on an ASL video,  2. I can watch an ASL game show and explain the rules of the game.  3. I can watch a hand shape story and summarize the information.
ASL.CLL.IH.2.2	2. Interpret extended announcements, messages, conversations, and presentations on a combination of familiar and unfamiliar topics.	1. I can list the requirements for appropriate dress and behavior, after watching a signed explanation about prom,  2. I can recommend a specific car to purchase and justify my choice,

		after seeing signed advertisements for cars.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IH.2.3	3. Understand main ideas and some details in authentic texts that contain increasingly complex language structures and unfamiliar vocabulary.	1. I can watch a lecture on an unfamiliar subject matter and summarize points understood from contextual clues.  2. I can summarize the meaning of an authentic ASL poem.  3. I can give supporting evidence that sign language is a real language, after watching a monologue that addresses the question “is sign language a real language?”
ASL.CLL.IH.2.4	4. Understand some complicated directions or instructions in extended conversations, presentations, and some short, uncomplicated technical texts.	1. I can repeat and ask for clarification after receiving directions to a gas station in a different town.  2. I can interpret signs in emergency situations, such as a hurricane evacuation.
ASL.CLL.IH.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IH.3.1	1. Provide information on familiar and some unfamiliar topics, situations, or experiences using a series of connected sentences with some complicated details.	1. I can tell about my weekend experiences from Friday until Sunday in more elaborate detail.  2. I can explain my connection to my peers, such as where we met, what classes we had together, and whether or not we are related.
ASL.CLL.IH.3.2	2. Present detailed narratives, descriptions or explanations about familiar and unfamiliar topics from literature of the target culture.	1. I can create a story using hand shapes and fingerspelling patterns, such as an ABC hand shape story.

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		2. I can retell a popular Deaf story or joke using facial expressions and body language to provide important details.
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	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.CLL.IH.3.3	3. Present detailed descriptions or explanations to solve a problem or resolve a situation.	<p>1. I can describe my weekend plans and how they were disrupted or changed.</p> <p>2. I can sign a story about a problem I encountered, such as a flat tire and how I overcame the problem.</p>

## Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

ASL.COD.IH.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.IH.1.1	1. Participate in an active discussion about variety of topics in other disciplines.	1. I can debate with classmates the laws concerning pollution. 2. I can discuss individual rights guaranteed to U.S. citizens.
ASL.COD.IH.1.2	2. Communicate detailed, factual information on a variety of academic topics in some complicated settings.	1. I can discuss within a group the advantages and disadvantages of various energy sources, such as solar and wind. 2. I can explain magnetic principles to a peer.
ASL.COD.IH.1.3	3. Use readily available technology tools and digital literacy skills to discuss academic information in longer conversations.	1. I can use our local newspaper's website to discuss today's hot topics within a group. 2. I can research local demographic information and discuss the data with my peers.
ASL.COD.IH.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using	

receptive and viewing strategies.

	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.IH.2.1	1. Understand extended discussions or presentations of authentic grade-level appropriate texts containing familiar and some unfamiliar vocabulary from other disciplines.	1. I can summarize the information, after watching someone signing a courtroom process, such as jury selection,  2. I can retell the important information presented, after watching someone signing on first response procedures.
ASL.COD.IH.2.2	2. Follow complicated directions or instructions from authentic materials or some technical manuals in other disciplines that use the target language.	1. I can watch an ASL story and explain how ASL grammar rules have been used in the story, such as use of classifiers.  2. I can demonstrate comprehension of a driver's education curriculum to follow instructions and guidelines for operating a vehicle.
ASL.COD.IH.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.COD.IH.3.1	1. Present familiar and new concepts related to other disciplines using detailed descriptions and narratives.	1. I can re-teach a lesson I have recently learned in math class.  2. I can present information on the importance of being a well informed citizen.
ASL.COD.IH.3.2	2. Present on a variety of familiar and unfamiliar academic topics in the target language.	1. I can explain the layout of the Periodic Table of Elements.  2. I can compare and contrast geometric shapes.
ASL.COD.IH.3.3	3. Connect common themes from other disciplines in detailed descriptions and narratives.	1. I can describe the location, climate, and living aspects of a specific biome.  2. I can explain how supply and demand affect price.
ASL.COD.IH.3.4	4. Create a presentation in the target language using detailed narratives and descriptions with a variety of available technology tools and digital literacy skills	1. I can create a video demonstration presenting the scientific concept of force.  2. I can make a media presentation on the parts of the ear and the



		hearing process.
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**Strand 3: Intercultural Competencies**

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds.

ASL.ICC.IH.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate sign language.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.IH.1.1	1. Carry out extended conversations on familiar and some unfamiliar topics with speakers of the target language.	1. I can discuss possible effects on the Deaf community if a Deaf person was elected to be governor.  2. I can discuss problems Deaf people often encounter in a hearing world.
ASL.ICC.IH.1.2	2. Exchange detailed factual information and express personal opinions in some complicated situations with people from the target cultures using a series of connected sentences.	1. I can discuss the American with Disabilities Act (ADA) and how these laws affect the Deaf community.  2. I can discuss stereotypes hearing people often have of Deaf people and stereotypes Deaf people may have of hearing people.  3. I can use tactile signing to communicate with a deaf-blind person.
ASL.ICC.IH.1.3	3. Discuss target culture traditions and viewpoints and defend reactions in conversations with people from the target culture.	1. I can defend the reactions of Deaf people when inappropriately treated, based on what has been learned in the past about Deaf cultural norms,

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		2. I can discuss different perspectives of deaf peddlers selling items on the street.
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ASL.ICC.IH.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using receptive and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.IH.2.1	1. Recognize most details and outcomes in target language texts or media on familiar topics and some details in unfamiliar topics.	1. I can watch a student-made video on an activity within the Deaf community and summarize the sequence of events.  2. I can read an article on Supplemental Security Income benefits for the Deaf and summarize the main points.
ASL.ICC.IH.2.2	2. Demonstrate understanding of messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.	1. I can plan and sketch out the DDW events to take place at school, after watching a Deaf, Deaf World (DDW) event,  2. I can prioritize the issues presented, after watching a conference of the World Federation of the Deaf,
ASL.ICC.IH.2.3	3. Demonstrating understanding of most aspects of practices, products, and perspectives on familiar topics and some unfamiliar topics.	1. I can interview a Deaf-blind community member about how he/she functions day to day and interpret what was discussed.  2. I can watch a segment from <i>iDeafNews</i> and sign an outline of the most important information.

ASL.ICC.IH.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience written or signed.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
ASL.ICC.IH.3.1	1. Present detailed narratives or descriptions of community activities and products.	1. I can explain how I invented a device that could be used by the deaf community, market it and advertise to my classmates in order to convince them to buy it.  2. I can prioritize and present or explain problems in the Deaf community as identified by the National Association of the Deaf.
ASL.ICC.IH.3.2	2. Present detailed narratives or descriptions on community traditions and products.	1. I can plan and describe a Deaf activity including all details of the event.  2. I can develop a multimedia presentation to explain the establishment of the National Theatre for the Deaf.