

American Sign Language: Grade 1

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. **1.1C**

1 Interpersonal: Learners use American Sign Language to engage in conversation, provide information, express feelings and emotions, and exchange opinions. 1.1C.1I

1I. Proficiency Benchmark: Novice - I can communicate in conversations in ASL on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions. **1.1C.1I**

- 1 I can recognize and express basic greetings and farewells. Examples: Hello and good-bye **1.1C.1I.1**
- 2 I can recognize and state basic personal information. Examples: Name, age, family members, and favorite things. **1.1C.1I.2**
- 3 I can recognize and express basic opinions and feelings through single-word responses. **1.1C.1I.3**
- 4 I can identify places, transportation and animals using ASL. **1.1C.1I.4**
- 5 I can express conversational phrases with peers and adults. Examples: Please, good-bye, thank you, and excuse me. **1.1C.1I.5**
- 6 I can sign the WH questions vocabulary. Examples: Who, where, when, why, what, and how. **1.1C.1I.6**

2 Interpretive: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics. 1.1C.2I

2I. Proficiency Benchmark: I can identify the general topic and basic information in both familiar and everyday contexts by recognizing practiced or memorized vocabulary or simple phrases signed in ASL. **1.1C.2I**

- 1 I can comprehend and respond to simple commands and requests. Examples: Signing please and thank you; following the directions in an art activity; cleaning up the classroom, rearranging seating, and lining up in a straight line when asked. **1.1C.2I.1**
- 2 I can comprehend numbers of 1-50 in ASL. **1.1C.2I.2**
- 3 I can identify basic ASL handshapes (BASCO15) and some complex handshapes such as P, F, G, K, and E. **1.1C.2I.3**
- 4 I can recognize WH-questions in ASL storytelling. Examples: Who, where, when, why, what, and how? **1.1C.2I.4**

3 Presentational: Students present information, concepts, and ideas to an audience of viewers in American Sign Language. 1.1C.P

- P.** Proficiency Benchmark: I can present information on both very familiar and everyday topics using a variety of practiced or memorized vocabulary, and simple phrases in ASL. 1.1C.P
- 1 I can recite grade level rhymes and poetry found in ASL. (up to five lines) 1.1C.P.1
 - 2 I can present simple prepared material with teacher guidance. Examples: Show and Tell, and sharing photos or drawings. 1.1C.P.2
 - 3 I can present a simple ASL rhyme poem. Examples: ASL rhymes, using basic handshapes (BASCO15) and some complex handshapes found on YouTube. 1.1C.P.3
 - 4 I can describe familiar objects, places, and people. Examples: Shapes, colors, people, things, and places (home and school). 1.1C.P.4
-

Interact with cultural competence and understanding. 1.2C

1 Relating to Cultural Practices through Interactions - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture. 1.2C.RC

- RC.** Proficiency Benchmark: I can interact at a survival level in some familiar everyday contexts. 1.2C.RC
- 1 I can explore daily activities of Deaf people. Examples: Practicing waking up using visual alerts; determining whether there is adequate lighting in the room for visual communication; inviting a Deaf guest speaker to answer common questions about being Deaf. 1.2C.RC.1
 - 2 I can participate in grade level cultural activities. Examples: Celebrating Clerc and Gallaudet Week in December. 1.2C.RC.2
 - 3 I can use various attention-getting strategies. Examples: Tap on the shoulder, stomp on the floor, and flick the lights on and off. 1.2C.RC.3
 - 4 I can examine elements of Deaf art including hands, handshapes, and eyes. Examples: Playing with wooden and carved handshape blocks; using handshape cards; participating in the What Am I Looking At? game. 1.2C.RC.4
 - 5 I can identify famous Deaf people. Examples: Find pictures from the Internet. 1.2C.RC.5
-

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations. 1.3C

1 Acquiring Information and Diverse Perspectives - Learners acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 1.3C.IP

IP. Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available in Deaf culture. 1.3C.IP

- 1** I can use simple signs and/or phrases to identify familiar objects and basic concepts from other content areas. Examples: Showing signs for animals; describing weather; and identifying food items. 1.3C.IP.1
- 2** I can integrate ASL numbers when making observations about people and things. Examples: Counting objects; using the calendar; talking about the size of families. 1.3C.IP.2
- 3** I can identify family members and family relationships. Examples: Bringing pictures of family members to class; practicing fingerspelling the names of family members or showing personal name signs, describing the relationships between family members. 1.3C.IP.3
- 4** I can identify community places, people and transportation. Examples: Identifying community locations, such as a church, school, home, and library; briefly describing the primary duties of emergency service personnel; describing the types of transportation used in the local community. 1.3C.IP.4
- 5** I can use spatial understanding to identify and outline shapes. Examples: Identifying the names of shapes; using index fingers to outline two-dimensional shapes; demonstrating tracing classifiers to outline specific three-dimensional shapes. 1.3C.IP.5

2 Making Connections - Learners reinforce and further their knowledge of other disciplines through American Sign Language. 1.3C.MC

MC. Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available through ASL and its culture.. 1.3C.MC

- 1** I can identify and express ASL basic vocabulary and some complex vocabularies through various uses of digital visual media. Examples: Grade level language websites, TV programs, and children’s programming. 1.3C.MC.1
- 2** I can view and recognize basic ASL handshape rhymes (BASCO15) and some complex handshapes. (YouTube videos) . 1.3C.MC.2
- 3** I can view and perform simple greetings and handshape rhymes in ASL. Examples: Signing happy birthday songs; viewing handshape holiday stories; viewing handshape rhymes about weather. 1.3C.MC.3
- 4** I can develop familiarity with the aesthetic value of rhythm, timing, and vibration. Examples: Playing with drums; feeling the vibrations from speakers; engaging in simple physical activities based on timing. 1.3C.MC.4
- 5** I can develop an understanding of how lighting may be used for different purposes. Examples: Using lights to get someone’s attention; playing musical chairs with light rather than sound; experimenting with the effects of light and dark on communicating in ASL. 1.3C.MC.5
- 6** I can develop an appreciation for the hands and eyes. Examples: Using coloring books; engaging in art projects; playing with play-dough. 1.3C.MC.6

Develop insight into the nature of language and culture in order to interact with cultural competence. 1.4C

1 Language Comparisons - Learners discuss the nature of language through comparisons of American Sign Language and other languages. 1.4C.LC

LC. Proficiency Benchmark: I can identify basic differences and similarities between ASL, English, and other signed languages (from other countries). 1.4C.LC

- 1** I can recognize the words /signs and simple sentences shared between ASL and English. 1.4C.LC.1
 - 2** I can recognize and use authentic simple and complex forms of address in everyday situations. 1.4C.LC.2
 - 3** I can compare the alphabet and numbers in English and handshapes in ASL. Examples: Playing games that include a variety of ASL handshapes; viewing animated ASL handshapes on the computer; drawing pictures of alphabet letters or numbers and making ASL handshapes out of dough. 1.4C.LC.3
 - 4** I can experiment with forming age- and developmentally-appropriate facial expressions and non-manual signals. Examples: Practicing facial expressions based on simple emotions (happy, sad, surprised, etc.); observing topicalization when being asked questions; interpreting the meaning of various facial expressions found in photos or other sources. 1.4C.LC.4
 - 5** I can recognize contributions made from Deaf culture. Examples: Art, values, famous people, closed captioning, football huddle, baseball umpire signals, etc. 1.4C.LC.5
-

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 1.5C

1 School and Global - Learners use American Sign Language within and beyond the school setting. 1.5C.SG

- SG.** Proficiency Benchmark: I can use ASL both within and beyond the classroom to interact and learn in the Deaf community. 1.5C.SG
- 1** I can apply signs learned from American Sign Language classroom out of the school and/or community. Examples: Use American Sign Language to teach basic vocabulary to friends and family. 1.5C.SG.1
 - 2** I can recognize the use of American Sign Language in the learner's community. 1.5C.SG.2
 - 3** I can demonstrate an understanding of the similarities between voice / mouth and hand / eye communication and that different people communicate in different ways. Examples: Understanding that Deaf people use their eyes the way hearing people use their ears; observing differences in being able to communicate through windows or across wide spaces with ASL, and being able to talk in the dark in spoken English; identifying ways people are different, yet similar. 1.5C.SG.3