Idaho Content Standards
American Sign Language

The World Language standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of nine members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in world languages education.

Respectfully,

The World Language Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in World Languages Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in World Languages. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Levels were chosen to better represent World Language education in Idaho because LEA's start the study of languages at all different grade levels. The American Sign Language standards are organized into five categories:

- Communication: The student communicates in ASL using expressive and receptive communication skills without voice.
- Cultures: The student gains knowledge and understanding of American Deaf culture
- Connections: The student uses ASL to make connections with other subject areas and to acquire information.
- Comparisons: The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture.
- Communities: The student participates in the Deaf/ASL community by using ASL.
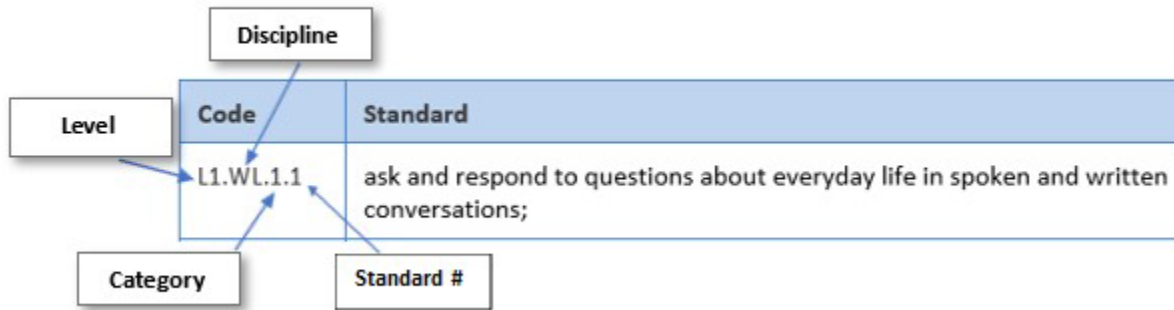
ASL LEVEL 1

Communication

The student can:

Code	Standard
L1.ASL.1.1	engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information;
L1.ASL.1.2	demonstrate an understanding of basic ASL such as simple stories, everyday commands, exchange of information via basic questions and answers, and brief instructions when dealing with familiar topics;
L1.ASL.1.3	demonstrate comprehension and convey information in ASL by single signs, concepts, classifiers, phrases, and sentences to others without voice;
L1.ASL.1.4	demonstrate comprehension and convey information in ASL by number signs, alphabet, and single fingerspelled words to others without voice;
L1.ASL.1.5	demonstrate and use present tense verbs, directional verbs, and personal and possessive pronouns;
L1.ASL.1.6	demonstrate appropriate usage of ASL and changes in parameters of sign in phonology, morphology, syntax, semantics, and pragmatics;

Code	Standard
L1.ASL.1.7	demonstrate an understanding of the variant classifiers in primary language:
	DCL- Descriptive CL (describe an object or person)
	LCL- Locative CL (representing an object in a specific place)
	SCL- Semantic CL (representing a category of nouns such as vehicle or a person)
	BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required)
	ICL- Instrument CL (hands usually manipulate an object)
	BPCL- Bodypart CL (representing specific parts of the body doing the action)
	PCL- Plural CL (many people, many cards, many houses, etc).

Cultures

The student can:

Code	Standard
L1.ASL.2.1	recognize Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;
L1.ASL.2.2	show evidence of understanding that ASL literature impacts American Deaf culture;
L1.ASL.2.3	show evidence of understanding of the contributions by the Deaf and how they are applied to the perspectives of American Deaf culture such as historical, geographical, political, artistic, and scientific avenues;
L1.ASL.2.4	demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

Connections

The student can:

Code	Standard
L1.ASL.3.1	use resources and digital technology to gain access to information about ASL and Deaf culture;

Code	Standard
L1.ASL.3.2	use ASL to obtain, reinforce, or expand knowledge of other subject areas.

Comparisons

The student can:

Code	Objective
L1.ASL.4.1	demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;
L1.ASL.4.2	demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture;
L1.ASL.4.3	demonstrate an understanding of how one language and culture can influence another.

Communities

The student can:

Code	Objective
L1.ASL.5.1	apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;
L1.ASL.5.2	be aware of methods of technology to communicate with the Deaf/ASL community;
L1.ASL.5.3	show evidence of becoming a lifelong learner by using ASL for personal enrichment and/or career development.

ASL LEVEL 2

Communication

The student can:

Code	Standard
L2.ASL.1.1	engage in various ASL exchanges of learned material to socialize and provide and obtain information either structured or spontaneous;
L2.ASL.1.2	demonstrate an understanding of ASL such as stories, everyday commands, exchange of information via questions and answers, and instructions when dealing with familiar topics;
L2.ASL.1.3	understand and convey information in ASL by demonstrating comprehension of single signs, concepts, classifiers, phrases, and sentences to others without voice;
L2.ASL.1.4	demonstrate appropriate usage of ASL number signs and fingerspelling in context;
L2.ASL.1.5	demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics while discriminating between the parameters of ASL;
L2.ASL.1.6	demonstrate and use verbs and pronouns in context;
L2.ASL.1.7	create and express the various forms of ASL literature understanding the variant classifiers in primary language: DCL- Descriptive CL (describe an object or person) LCL- Locative CL (representing an object in a specific place) SCL- Semantic CL (representing a category of nouns such as vehicle or a person) BCL- Body CL (body enacts the verb of a sentence, constructed action dialog is usually required) ICL- Instrument CL (hands usually manipulate an object) BPCL- Bodypart CL (representing specific parts of the body doing the action) PCL- Plural CL (many people, many cards, many houses, etc)

Cultures

The student can:

Code	Standard
L2.ASL.2.1	recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture;
L2.ASL.2.2	show evidence of understanding of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;
L2.ASL.2.3	show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture;
L2.ASL.2.4	demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

Connections

The student can:

Code	Standard
L2.ASL.3.1	use resources and digital technology to gain access to information about ASL and Deaf culture;
L2.ASL.3.2	use ASL to obtain, reinforce, or expand knowledge of other subject areas.

Comparisons

The student can:

Code	Objective
L2.ASL.4.1	demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;
L2.ASL.4.2	demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture;
L2.ASL.4.3	demonstrate an understanding of how one language and culture can influence another.

Communities

The student can:

Code	Objective
L2.ASL.5.1	apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;
L2.ASL.5.2	use technology to communicate with the Deaf/ASL community;
L2.ASL.5.3	show evidence of becoming a lifelong learner by using ASL personal enrichment and career development.

ASL LEVEL 3

Communication

The student can:

Code	Standard
L3.ASL.1.1	engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information
L3.ASL.1.2	demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics;
L3.ASL.1.3	convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice;
L3.ASL.1.4	demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics;
L3.ASL.1.5	create and express ASL literature, including handshape stories, that follows traditional cultural features.

Cultures

The student can:

Code	Standard
L3.ASL.2.1	apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;
L3.ASL.2.2	apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;
L3.ASL.2.3	apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture;
L3.ASL.2.4	demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

Connections

The student can:

Code	Standard
L3.ASL.3.1	use resources and digital technology to gain access to in-depth information about ASL and Deaf culture;
L3.ASL.3.2	apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

Comparisons

The student can:

Code	Standard
L3.ASL.3.1	use resources and digital technology to gain access to in-depth information about ASL and Deaf culture;
L3.ASL.3.2	apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

Communities

The student can:

Code	Objective
L3.ASL.5.1	apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;
L3.ASL.5.2	use technology to communicate with the Deaf/ASL community;
L3.ASL.5.3	show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development.

ASL LEVEL 4

Communication

The student can:

Code	Standard
L4.ASL.1.1	engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information.
L4.ASL.1.2	demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics;
L4.ASL.1.3	convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice;
L4.ASL.1.4	demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics;
L4.ASL.1.5	create and express ASL literature, including handshape stories, that follows traditional cultural features.

Cultures

The student can:

Code	Standard
L4.ASL.2.1	apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture;
L4.ASL.2.2	apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture;
L4.ASL.2.3	apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture;
L4.ASL.2.4	demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture.

Connections

The student can:

Code	Standard
L4.ASL.3.1	use resources and digital technology to gain access to extensive information on ASL and Deaf culture;
L4.ASL.3.2	apply ASL to obtain, reinforce, or expand knowledge of other subject areas.

Comparisons

The student can:

Code	Objective
L4.ASL.4.1	apply to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL;
L4.ASL.4.2	apply ASL to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture;
L4.ASL.4.3	apply ASL to demonstrate an understanding of how one language and culture can influence another.

Communities

The student can:

Code	Objective
L4.ASL.5.1	apply ASL in or out of the school setting through involvement in cultural activities such as attending Deaf events;
L4.ASL.5.2	use technology to communicate with the Deaf/ASL community;
L4.ASL.5.3	show evidence of becoming a lifelong learner by using ASL for personal enrichment and career development.