

Subject	Languages Other Than English (LOTE)
Course Title	§114.34 American Sign Language, Level I (One Credit), Adopted 2014
(a) General Requirements. Level I can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. There is no prerequisite required for this course.	
(b) Introduction.	
<p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage receptively and expressively in conversations, to present information expressively to an audience, and to comprehend cultural and linguistic aspects of the language. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct signed communication with others without voice. Examples of this "two-way" communication include but are not limited to signing face to face or in a group discussion. Interpersonal communication includes receptive and expressive skills.</p> <p>(B) In interpretive (receptive) mode of communication, students demonstrate understanding of receptively viewed communication within appropriate cultural contexts. Examples of this type of "one-way" receptive comprehension include but are not limited to American Sign Language (ASL) video weblogs (or vlogs), other signed presentations, and signed DVD conversations.</p> <p>(C) In presentational (expressive) mode of communication, students present information in expressive form without voice to an audience of receptive listeners with whom there is no immediate expressive interaction. Examples of this "one-to-many" mode of communication include but are not limited to an expressively signed presentation to a group or recorded presentation where there is no receptive listener present to respond.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p> <p>(4) ASL difficulty has been determined by standards of the Foreign Service Institute and Defense Language Institute as a Level IV out of four (Level IV being the most difficult). The American Sign Language Teachers Association (ASLTA) states the challenge to ASL is primarily in the modality of learning. This conclusion is based on the complex grammar system and significant structural and cultural differences in the language. Students are generally seated in a semi-circle to facilitate visual communication, notes cannot be taken without looking away from the primary source of information, and instruction occurs in the target language where learning is done spatially and words are not processed sequentially. The linear nature of spoken language cannot be used in ASL and the simultaneous expression of complex units is used. The level of difficulty of ASL should be noted.</p>	

- (5) While other languages possess a spoken and/or written element, ASL incorporates manual components with no verbal and/or written form. ASL is a fully developed natural language that is used by members of the North American Deaf Community. The language is distinct from gestures seen in spoken languages in that signs used in ASL are controlled by the structures of its linguistic system, independent of English. ASL encompasses all of the features that make a language a unique, rule-governed communication system. ASL includes handshapes, movements, and other grammatical features needed to form signs and sentences, and parts combine to make wholes. It is not a simplified language and contains structures and processes that English does not. The premise of Deaf culture is rooted in the language itself and cannot be separated.
- (6) ASL is a signed language where the modes of communication involve different skills than written and/or spoken languages. ASL is not a formal written language; glossing is the term used to describe a chosen written system of symbols devised to transcribe signs and nonmanual signals to an English equivalent. Since ASL information is received visually and not in an auditory manner, communication skills in ASL are defined as follows:
- (A) interpretive listening and reading targets are called interpretive receptive;
 - (B) one-to-one interpersonal targets are called receptive and expressive; and
 - (C) one-to-many presentational speaking is expressed through signs and the target is presentational expressive.
- (7) Using age-appropriate materials, students in ASL Level I develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should understand ASL phrases receptively and respond expressively with learned material; sign learned words, concepts, phrases, and sentences; recognize the importance of communication and how it applies to the American Deaf culture; and recognize the importance of accuracy of expression by knowing the components of ASL. Students use expressive and receptive skills for comprehension.
- (8) ASL Level I proficiency levels, as defined by ACTFL and ASLTA, are as follows: interpersonal receptive, novice mid; interpersonal expressive, novice mid; interpretive receptive, novice high; and presentational expressive, novice high.
- (9) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills at the prescribed proficiency level and communicate across all modes of communication. According to ASLTA's National K-16 ASL Standards, "heritage language learning is an emerging issue in ASL instruction. The formal instruction of ASL to deaf is a very recent phenomenon, as is the availability of ASL instruction in K-12 settings for hearing children of deaf parents. Heritage language learning is an important and developing interest in the field of ASL teaching and learning."
- (10) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

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

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(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using familiar words, concepts, classifiers, phrases, and sentences to others without voice	(iii) convey without voice information to others in ASL using familiar classifiers
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using familiar words, concepts, classifiers, phrases, and sentences to others without voice	(iv) convey without voice information to others in ASL using familiar phrases
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using familiar words, concepts, classifiers, phrases, and sentences to others without voice	(v) convey information to others in ASL using familiar sentences without voice
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(i) demonstrate appropriate usage of ASL phonology
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(ii) demonstrate appropriate usage of ASL morphology
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(iii) demonstrate appropriate usage of ASL syntax
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(iv) demonstrate appropriate usage of ASL semantics

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(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(v) demonstrate appropriate usage of ASL pragmatics
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(E) be exposed to and experience ASL literature such as handshape stories that follows traditional cultural features	(i) be exposed to ASL literature that follows traditional cultural features
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(E) be exposed to and experience ASL literature such as handshape stories that follows traditional cultural features	(ii) experience ASL literature that follows traditional cultural features
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture	(i) recognize Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture	(ii) use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture	(i) show evidence of appreciation of ASL literature created by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture	(ii) show how [ASL literature created by the Deaf] applies to the perspectives of American Deaf culture

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) show evidence of appreciation 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	(i) show evidence of appreciation of the contributions by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) show evidence of appreciation 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	(ii) show how [contributions by the Deaf] are applied to the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(D) demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture	(i) demonstrate an understanding of Deaf history
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(D) demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture	(ii) demonstrate how [Deaf history] applies to the perspectives of American Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to information about ASL and Deaf culture	(i) use resources to gain access to information about ASL
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to information about ASL and Deaf culture	(ii) use digital technology to gain access to information about ASL

Knowledge and Skill Statement	Student Expectation	Breakout
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to information about ASL and Deaf culture	(iii) use resources to gain access to information about Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to information about ASL and Deaf culture	(iv) use digital technology to gain access to information about Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(B) use ASL to obtain, reinforce, or expand knowledge of other subject areas	(i) use ASL to obtain, reinforce, or expand knowledge of other subject areas
(4) 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. The student is expected to:	(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL	(i) demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL
(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(B) demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture	(i) demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture
(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(C) demonstrate an understanding of how one language and culture can influence another	(i) demonstrate an understanding of how one language can influence another

Knowledge and Skill Statement	Student Expectation	Breakout
(4) 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. The student is expected to:	(C) demonstrate an understanding of how one language and culture can influence another	(ii) demonstrate an understanding of how one culture can influence another
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(A) apply ASL at the novice proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events	(i) apply ASL at the novice proficiency level in or out of the school setting through involvement in cultural activities
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(B) be aware of methods of technology to communicate with the Deaf/ASL community	(i) be aware of methods of technology to communicate with the Deaf/ASL community
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(C) show evidence of becoming a lifelong learner by using ASL at the novice proficiency level for personal enrichment and/or career development	(i) show evidence of becoming a lifelong learner by using ASL at the novice proficiency level for personal enrichment and/or career development

Subject	Languages Other than English (LOTE)
Course Title	§114.35 American Sign Language, Level II (One Credit), Adopted 2014
<p>(a) General Requirements. Level II can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. American Sign Language (ASL) Level I is a prerequisite for this course.</p>	
<p>(b) Introduction.</p> <p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage receptively and expressively in conversations, to present information expressively to an audience, and to comprehend cultural and linguistic aspects of the language. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct signed communication with others without voice. Examples of this "two-way" communication include but are not limited to signing face to face or in a group discussion. Interpersonal communication includes receptive and expressive skills.</p> <p>(B) In interpretive (receptive) mode of communication, students demonstrate understanding of receptively viewed communication within appropriate cultural contexts. Examples of this type of "one-way" receptive comprehension include but are not limited to ASL video weblogs (or vlogs), other signed presentations, and signed DVD conversations.</p> <p>(C) In presentational (expressive) mode of communication, students present information in expressive form without voice to an audience of receptive listeners with whom there is no immediate expressive interaction. Examples of this "one-to-many" mode of communication include but are not limited to an expressively signed presentation to a group or recorded presentation where there is no receptive listener present to respond.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p> <p>(4) ASL difficulty has been determined by standards of the Foreign Service Institute and Defense Language Institute as a Level IV out of four (Level IV being the most difficult). The American Sign Language Teachers Association (ASLTA) states the challenge to ASL is primarily in the modality of learning. This conclusion is based on the complex grammar system and significant structural and cultural differences in the language. Students are generally seated in a semi-circle to facilitate visual communication, notes cannot be taken without looking away from the primary source of information, and instruction occurs in the target language where learning is done spatially and words are not processed sequentially. The linear nature of spoken language cannot be used in ASL and the simultaneous expression of complex units is used. The level of difficulty of ASL should be noted.</p>	

- (5) While other languages possess a spoken and/or written element, ASL incorporates manual components with no verbal and/or written form. ASL is a fully developed natural language that is used by members of the North American Deaf Community. The language is distinct from gestures seen in spoken languages in that signs used in ASL are controlled by the structures of its linguistic system, independent of English. ASL encompasses all of the features that make a language a unique, rule-governed communication system. ASL includes handshapes, movements, and other grammatical features needed to form signs and sentences, and parts combine to make wholes. It is not a simplified language and contains structures and processes that English does not. The premise of Deaf culture is rooted in the language itself and cannot be separated.
- (6) ASL is a signed language where the modes of communication involve different skills than written and/or spoken languages. ASL is not a formal written language; glossing is the term used to describe a chosen written system of symbols devised to transcribe signs and nonmanual signals to an English equivalent. Since ASL information is received visually and not in an auditory manner, communication skills in ASL are defined as follows:
- (A) interpretive listening and reading targets are called interpretive receptive;
 - (B) one-to-one interpersonal targets are called receptive and expressive; and
 - (C) one-to-many presentational speaking is expressed through signs and the target is presentational expressive.
- (7) Using age-appropriate materials, students in ASL Level II develop the ability to perform the tasks of the novice-to-intermediate language learner. The novice-to-intermediate language learner, when dealing with familiar topics, should understand ASL phrases receptively and respond expressively with learned material; sign learned words, concepts, phrases, and sentences; recognize the importance of communication and how it applies to the American Deaf culture; and recognize the importance of accuracy of expression by knowing the components of ASL. Students use expressive and receptive skills for comprehension.
- (8) ASL Level II proficiency levels, as defined by ACTFL and ASLTA, are as follows: interpersonal receptive, novice mid; interpersonal expressive, intermediate low; interpretive receptive, intermediate low; and presentational expressive, intermediate mid.
- (9) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills at the prescribed proficiency level and communicate across all modes of communication. According to ASLTA's National K-16 ASL Standards, "heritage language learning is an emerging issue in ASL instruction. The formal instruction of ASL to deaf is a very recent phenomenon, as is the availability of ASL instruction in K-12 settings for hearing children of deaf parents. Heritage language learning is an important and developing interest in the field of ASL teaching and learning."
- (10) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

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

Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice	(iv) convey without voice information to others in ASL using sentences
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(i) demonstrate appropriate usage of ASL phonology
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(ii) demonstrate appropriate usage of ASL morphology
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(iii) demonstrate appropriate usage of ASL syntax
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(iv) demonstrate appropriate usage of ASL semantics
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics	(v) demonstrate appropriate usage of ASL pragmatics
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(E) create and express ASL literature, including handshape stories, that follows traditional cultural features	(i) create ASL literature, including handshape stories, that follows traditional cultural features

Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(E) create and express ASL literature, including handshape stories, that follows traditional cultural features	(ii) express ASL literature, including handshape stories, that follows traditional cultural features
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture	(i) recognize Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture	(ii) use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture	(i) show evidence of appreciation of ASL literature created by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture	(ii) show how [ASL literature created by the Deaf] applies to the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) 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	(i) show evidence of appreciation of the contributions to the arts by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) 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	(ii) show evidence of appreciation of the contributions to the sciences by the Deaf

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) 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	(iii) show how [contributions to arts and sciences by the Deaf] are applied to the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(D) demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture	(i) demonstrate an understanding of Deaf history
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(D) demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture	(ii) demonstrate how [Deaf history] applies to the perspectives of American Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to information about ASL and Deaf culture	(i) use resources to gain access to information about ASL
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to information about ASL and Deaf culture	(ii) use digital technology to gain access to information about ASL
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to information about ASL and Deaf culture	(iii) use resources to gain access to information about Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to information about ASL and Deaf culture	(iv) use digital technology to gain access to information about Deaf culture

Knowledge and Skill Statement	Student Expectation	Breakout
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(B) use ASL to obtain, reinforce, or expand knowledge of other subject areas	(i) use ASL to obtain, reinforce, or expand knowledge of other subject areas
(4) Comparisons. The student develops or expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL	(i) demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL
(4) Comparisons. The student develops or expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(B) demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture	(i) demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture
(4) Comparisons. The student develops or expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(C) demonstrate an understanding of how one language and culture can influence another	(i) demonstrate an understanding of how one language can influence another
(4) Comparisons. The student develops or expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(C) demonstrate an understanding of how one language and culture can influence another	(ii) demonstrate an understanding of how one culture can influence another

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

Subject	Languages Other Than English (LOTE)
Course Title	§114.36 American Sign Language, Level III (One Credit) Adopted 2014
(a) General Requirements. Level III can be offered in middle or high school. At the high school level, students shall be awarded one credit for successful completion of this course. American Sign Language (ASL) Levels I and II are prerequisites for this course.	
(b) Introduction.	
<p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage receptively and expressively in conversations, to present information expressively to an audience, and to comprehend cultural and linguistic aspects of the language. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct signed communication with others without voice. Examples of this "two-way" communication include but are not limited to signing face to face or in a group discussion. Interpersonal communication includes receptive and expressive skills.</p> <p>(B) In interpretive (receptive) mode of communication, students demonstrate understanding of receptively viewed communication within appropriate cultural contexts. Examples of this type of "one-way" receptive comprehension include but are not limited to ASL video weblogs (or vlogs), other signed presentations, and signed DVD conversations.</p> <p>(C) In presentational (expressive) mode of communication, students present information in expressive form without voice to an audience of receptive listeners with whom there is no immediate expressive interaction. Examples of this "one-to-many" mode of communication include but are not limited to an expressively signed presentation to a group or recorded in some way where there is no receptive listener present to respond.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p> <p>(4) ASL difficulty has been determined by standards of the Foreign Service Institute and Defense Language Institute as a Level IV out of four (Level IV being the most difficult). The American Sign Language Teachers Association (ASLTA) states the challenge to ASL is primarily in the modality of learning. This conclusion is based on the complex grammar system and significant structural and cultural differences in the language. Students are generally seated in a semi-circle to facilitate visual communication, notes cannot be taken without looking away from the primary source of information, and instruction occurs in the target language where learning is done spatially and words are not processed sequentially. The linear nature of spoken language cannot be used in ASL and the simultaneous expression of complex units is used. The level of difficulty of ASL should be noted.</p>	

- (5) While other languages possess a spoken and/or written element, ASL incorporates manual components with no verbal and/or written form. ASL is a fully developed natural language that is used by members of the North American Deaf Community. The language is distinct from gestures seen in spoken languages in that signs used in ASL are controlled by the structures of its linguistic system, independent of English. ASL encompasses all of the features that make a language a unique, rule-governed communication system. ASL includes handshapes, movements, and other grammatical features needed to form signs and sentences, and parts combine to make wholes. It is not a simplified language and contains structures and processes that English does not. The premise of Deaf culture is rooted in the language itself and cannot be separated.
- (6) ASL is a signed language where the modes of communication involve different skills than written and/or spoken languages. ASL is not a formal written language; glossing is the term used to describe a chosen written system of symbols devised to transcribe signs and nonmanual signals to an English equivalent. Since ASL information is received visually and not in an auditory manner, communication skills in ASL are defined as follows:
- (A) interpretive listening and reading targets are called interpretive receptive;
 - (B) one-to-one interpersonal targets are called receptive and expressive; and
 - (C) one-to-many presentational speaking is expressed through signs and the target is presentational expressive.
- (7) Using age-appropriate activities, students in ASL Level III expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should understand ASL phrases receptively and respond expressively with learned material; sign learned words, concepts, phrases, and sentences; apply acquired knowledge of Deaf cultural norms to the development of communication skills; and apply knowledge of the components of ASL to increase accuracy of expression. Students use expressive and receptive skills for comprehension.
- (8) ASL Level III proficiency levels, as defined by ACTFL and ASLTA, are as follows: interpersonal receptive, intermediate mid; interpersonal expressive, advanced low; interpretive receptive, intermediate low; and presentational expressive, advanced low.
- (9) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills at the prescribed proficiency level and communicate across all modes of communication. According to ASLTA's National K-16 ASL Standards, "heritage language learning is an emerging issue in ASL instruction. The formal instruction of ASL to deaf is a very recent phenomenon, as is the availability of ASL instruction in K-12 settings for hearing children of deaf parents. Heritage language learning is an important and developing interest in the field of ASL teaching and learning."
- (10) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate proficiency level	(i) engage in a variety of ASL exchanges of learned material to socialize at an intermediate proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate proficiency level	(ii) engage in a variety of ASL exchanges of learned material to provide information at an intermediate proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate proficiency level	(iii) engage in a variety of ASL exchanges of learned material to obtain information at an intermediate proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(B) demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics	(i) demonstrate an understanding of ASL when dealing with familiar topics
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(B) demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics	(ii) demonstrate an understanding of ASL when dealing with less familiar topics
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate proficiency level	(i) convey without voice information to others in ASL using concepts at the intermediate proficiency level

Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate proficiency level	(ii) convey without voice information to others in ASL using classifiers at the intermediate proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate proficiency level	(iii) convey without voice information to others in ASL using phrases at the intermediate proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate proficiency level	(iv) convey without voice information to others in ASL using sentences at the intermediate proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level	(i) demonstrate appropriate usage of ASL phonology at the intermediate proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level	(ii) demonstrate appropriate usage of ASL morphology at the intermediate proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level	(iii) demonstrate appropriate usage of ASL syntax at the intermediate proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level	(iv) demonstrate appropriate usage of ASL semantics at the intermediate proficiency level

Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level	(v) demonstrate appropriate usage of ASL pragmatics at the intermediate proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(E) create and express ASL literature, including handshape stories, that follows traditional cultural features	(i) create ASL literature, including handshape stories, that follows traditional cultural features
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(E) create and express ASL literature, including handshape stories, that follows traditional cultural features	(ii) express ASL literature, including handshape stories, that follows traditional cultural features
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture	(i) apply ASL to recognize Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture	(ii) apply ASL to use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) 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	(i) apply ASL to show evidence of appreciation of ASL literature created by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture	(ii) apply ASL to show how [ASL literature created by the Deaf] applies to the perspectives of American Deaf culture

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) 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	(i) apply ASL to show evidence of appreciation of the contributions to the arts by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) 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	(ii) apply ASL to show evidence of appreciation of the contributions to the sciences by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) 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	(iii) apply ASL to show how [contributions to arts and sciences by the Deaf] are applied to the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(D) demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture	(i) demonstrate an in-depth understanding of Deaf history
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(D) demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture	(ii) demonstrate an in-depth understanding of how [Deaf history] applies to the perspectives of American Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to in-depth information about ASL and Deaf culture	(i) use resources to gain access to in-depth information about ASL

Knowledge and Skill Statement	Student Expectation	Breakout
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to in-depth information about ASL and Deaf culture	(ii) use digital technology to gain access to in-depth information about ASL
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to in-depth information about ASL and Deaf culture	(iii) use resources to gain access to in-depth information about Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to in-depth information about ASL and Deaf culture	(iv) use digital technology to gain access to in-depth information about Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(B) apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas	(i) apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas
(4) Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(A) apply ASL at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL	(i) apply ASL at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL
(4) Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(B) apply ASL at the intermediate proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture	(i) apply ASL at the intermediate proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture

Knowledge and Skill Statement	Student Expectation	Breakout
(4) Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(C) apply ASL at the intermediate proficiency level to demonstrate an understanding of how one language and culture can influence another	(i) apply ASL at the intermediate proficiency level to demonstrate an understanding of how one language and culture can influence another
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(A) apply ASL at the intermediate proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events	(i) apply ASL at the intermediate proficiency level in or out of the school setting through involvement in cultural activities
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(B) use technology to communicate with the Deaf/ASL community	(i) use technology to communicate with the Deaf/ASL community
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(C) show evidence of becoming a lifelong learner by using ASL at the intermediate proficiency level for personal enrichment and career development	(i) show evidence of becoming a lifelong learner by using ASL at the intermediate proficiency level for personal enrichment
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(C) show evidence of becoming a lifelong learner by using ASL at the intermediate proficiency level for personal enrichment and career development	(ii) show evidence of becoming a lifelong learner by using ASL at the intermediate proficiency level for career development

Subject	Languages Other Than English (LOTE)
Course Title	§114.37 American Sign Language, Level IV (One Credit), Adopted 2014
<p>(a) General Requirements. Level IV can be offered in middle or high school. At the high school level, students shall be awarded one credit for successful completion of this course. American Sign Language (ASL) Levels I, II, and III are prerequisites for this course.</p>	
<p>(b) Introduction.</p> <p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage receptively and expressively in conversations, to present information expressively to an audience, and to comprehend cultural and linguistic aspects of the language. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct signed communication with others without voice. Examples of this "two-way" communication include but are not limited to signing face to face or in a group discussion. Interpersonal communication includes receptive and expressive skills.</p> <p>(B) In interpretive (receptive) mode of communication, students demonstrate understanding of receptively viewed communication within appropriate cultural contexts. Examples of this type of "one-way" receptive comprehension include but are not limited to ASL video weblogs (or vlogs), other signed presentations, and signed DVD conversations.</p> <p>(C) In presentational (expressive) mode of communication, students present information in expressive form without voice to an audience of receptive listeners with whom there is no immediate expressive interaction. Examples of this "one-to-many" mode of communication include but are not limited to an expressively signed presentation to a group or recorded in some way where there is no receptive listener present to respond.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p> <p>(4) ASL difficulty has been determined by standards of the Foreign Service Institute and Defense Language Institute as a Level IV out of four (Level IV being the most difficult). The American Sign Language Teachers Association (ASLTA) states the challenge to ASL is primarily in the modality of learning. This conclusion is based on the complex grammar system and significant structural and cultural differences in the language. Students are generally seated in a semi-circle to facilitate visual communication, notes cannot be taken without looking away from the primary source of information, and instruction occurs in the target language where learning is done spatially and words are not processed sequentially. The linear nature of spoken language cannot be used in ASL and the simultaneous expression of complex units is used. The level of difficulty of ASL should be noted.</p>	

- (5) While other languages possess a spoken and/or written element, ASL incorporates manual components with no verbal and/or written form. ASL is a fully developed natural language that is used by members of the North American Deaf Community. The language is distinct from gestures seen in spoken languages in that signs used in ASL are controlled by the structures of its linguistic system, independent of English. ASL encompasses all of the features that make a language a unique, rule-governed communication system. ASL includes handshapes, movements, and other grammatical features needed to form signs and sentences, and parts combine to make wholes. It is not a simplified language and contains structures and processes that English does not. The premise of Deaf culture is rooted in the language itself and cannot be separated.
- (6) ASL is a signed language where the modes of communication involve different skills than written and/or spoken languages. ASL is not a formal written language; glossing is the term used to describe a chosen written system of symbols devised to transcribe signs and nonmanual signals to an English equivalent. Since ASL information is received visually and not in an auditory manner, communication skills in ASL are defined as follows:
- (A) interpretive listening and reading targets are called interpretive receptive;
 - (B) one-to-one interpersonal targets are called receptive and expressive; and
 - (C) one-to-many presentational speaking is expressed through signs and the target is presentational expressive.
- (7) Using age-appropriate activities, students in ASL Level IV expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate-to-advanced language learner. The intermediate-to-advanced language learner, when dealing with everyday topics, should understand ASL phrases receptively and respond expressively with learned material at an intermediate-to-advanced proficiency level; sign learned words, concepts, phrases, and sentences at an intermediate-to-advanced proficiency level; apply acquired knowledge of Deaf cultural norms to the development of communication skills; and apply knowledge of the components of ASL to increase accuracy of expression. Students use expressive and receptive skills for comprehension.
- (8) ASL Level IV proficiency levels, as defined by ACTFL and ASLTA, are as follows: interpersonal receptive, intermediate high; interpersonal expressive, advanced high; interpretive receptive, intermediate high; and presentational expressive, advanced high.
- (9) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills at the prescribed proficiency level and communicate across all modes of communication. According to ASLTA's National K-16 ASL Standards, "heritage language learning is an emerging issue in ASL instruction. The formal instruction of ASL to deaf is a very recent phenomenon, as is the availability of ASL instruction in K-12 settings for hearing children of deaf parents. Heritage language learning is an important and developing interest in the field of ASL teaching and learning."
- (10) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate-to-advanced proficiency level	(i) engage in a variety of ASL exchanges of learned material to socialize at an intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate-to-advanced proficiency level	(ii) engage in a variety of ASL exchanges of learned material to provide information at an intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate-to-advanced proficiency level	(iii) engage in a variety of ASL exchanges of learned material to obtain information at an intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(B) demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics	(i) demonstrate an understanding of ASL when dealing with familiar topics
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(B) demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics	(ii) demonstrate an understanding of ASL when dealing with unfamiliar topics
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level	(i) convey without voice information to others in ASL using concepts at the intermediate-to-advanced proficiency level

Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level	(ii) convey without voice information to others in ASL using classifiers at the intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level	(iii) convey without voice information to others in ASL using phrases at the intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level	(iv) convey without voice information to others in ASL using sentences at the intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level	(i) demonstrate appropriate usage of ASL phonology at the intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level	(ii) demonstrate appropriate usage of ASL morphology at the intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level	(iii) demonstrate appropriate usage of ASL syntax at the intermediate-to-advanced proficiency level

Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level	(iv) demonstrate appropriate usage of ASL semantics at the intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level	(v) demonstrate appropriate usage of ASL pragmatics at the intermediate-to-advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(E) create and express ASL literature, including handshape stories, that follows traditional cultural features	(i) create ASL literature, including handshape stories, that follows traditional cultural features
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(E) create and express ASL literature, including handshape stories, that follows traditional cultural features	(ii) express ASL literature, including handshape stories, that follows traditional cultural features
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture	(i) apply ASL to recognize Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture	(ii) apply ASL to use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) 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	(i) apply ASL to show evidence of appreciation of ASL literature created by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture	(ii) apply ASL to show how [ASL literature] applies to the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) 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	(i) apply ASL to show evidence of appreciation of the contributions to the arts by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) 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	(ii) apply ASL to show evidence of appreciation of the contributions to the sciences by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) 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	(iii) apply ASL to show how [contributions to the arts and sciences by the Deaf] are applied to the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(D) demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture	(i) demonstrate an in-depth understanding of Deaf history

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(D) demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture	(ii) demonstrate an in-depth understanding of how [Deaf history] applies to the perspectives of American Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to extensive information on ASL and Deaf culture	(i) use resources to gain access to extensive information on ASL
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to extensive information on ASL and Deaf culture	(ii) use digital technology to gain access to extensive information on ASL
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to extensive information on ASL and Deaf culture	(iii) use resources to gain access to extensive information on Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to extensive information on ASL and Deaf culture	(iv) use digital technology to gain access to extensive information on Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(B) apply ASL at the intermediate-to-advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas	(i) apply ASL at the intermediate-to-advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas
(4) Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(A) apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL	(i) apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL

Knowledge and Skill Statement	Student Expectation	Breakout
(4) Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(B) apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture	(i) apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture
(4) Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(C) apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of how one language and culture can influence another	(i) apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of how one language can influence another
(4) Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(C) apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of how one language and culture can influence another	(ii) apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of how one culture can influence another
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(A) apply ASL at the intermediate-to-advanced proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events	(i) apply ASL at the intermediate-to-advanced proficiency level in or out of the school setting through involvement in cultural activities
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(B) use technology to communicate with the Deaf/ASL community	(i) use technology to communicate with the Deaf/ASL community
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(C) show evidence of becoming a lifelong learner by using ASL at the intermediate-to-advanced proficiency level for personal enrichment and career development	(i) show evidence of becoming a lifelong learner by using ASL at the intermediate-to-advanced proficiency level for personal enrichment

Knowledge and Skill Statement	Student Expectation	Breakout
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(C) show evidence of becoming a lifelong learner by using ASL at the intermediate-to-advanced proficiency level for personal enrichment and career development	(ii) show evidence of becoming a lifelong learner by using ASL at the intermediate-to-advanced proficiency level for career development

Subject	Languages Other than English (LOTE)
Course Title	§114.38. American Sign Language, Advanced Independent Study (One Credit), Adopted 2014.
<p>(a) General Requirements. American Sign Language Advanced Independent Study (ASL AIS) can be offered in high school. Students shall be awarded one credit for successful completion of this course. This course can be taken up to three times for state credit. ASL Levels I, II, III, and IV are prerequisites for this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage receptively and expressively in conversations, to present information expressively to an audience, and to comprehend cultural and linguistic aspects of the language. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct signed communication with others without voice. Examples of this "two-way" communication include but are not limited to signing face to face or in a group discussion. Interpersonal communication includes receptive and expressive skills.</p> <p>(B) In interpretive (receptive) mode of communication, students demonstrate understanding of receptively viewed communication within appropriate cultural contexts. Examples of this type of "one-way" receptive comprehension include but are not limited to ASL video weblogs (or vlogs), other signed presentations, and signed DVD conversations.</p> <p>(C) In presentational (expressive) mode of communication, students present information in expressive form without voice to an audience of receptive listeners with whom there is no immediate expressive interaction. Examples of this "one-to-many" mode of communication include but are not limited to an expressively signed presentation to a group or recorded in some way where there is no receptive listener present to respond.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p> <p>(4) ASL difficulty has been determined by standards of the Foreign Service Institute and Defense Language Institute as a Level IV out of four (Level IV being the most difficult). The American Sign Language Teachers Association (ASLTA) states the challenge to ASL is primarily in the modality of learning. This conclusion is based on the complex grammar system and significant structural and cultural differences in the language. Students are generally seated in a semi-circle to facilitate visual communication, notes cannot be taken without looking away from the primary source of information, and instruction occurs in the target language where learning is done spatially and words are not processed sequentially. The linear nature of spoken language cannot be used in ASL and the simultaneous expression of complex units is used. The level of difficulty of ASL should be noted.</p>	

(5) While other languages possess a spoken and/or written element, ASL incorporates manual components with no verbal and/or written form. ASL is a fully developed natural language that is used by members of the North American Deaf Community. The language is distinct from gestures seen in spoken languages in that signs used in ASL are controlled by the structures of its linguistic system, independent of English. ASL encompasses all of the features that make a language a unique, rule-governed communication system. ASL includes handshapes, movements, and other grammatical features needed to form signs and sentences, and parts combine to make wholes. It is not a simplified language and contains structures and processes that English does not. The premise of Deaf culture is rooted in the language itself and cannot be separated.

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

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

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

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

(7) Using age-appropriate activities, students in ASL Advanced Independent Study expand their ability to perform intermediate-to-advanced tasks and develop their ability to perform the tasks of the advanced language learner. The advanced language learner, when dealing with everyday topics, should understand ASL phrases receptively and respond expressively with learned material at an intermediate-to-advanced proficiency level; sign learned words, concepts, phrases, and sentences at an advanced proficiency level; apply acquired knowledge of Deaf cultural norms to the development of extensive communication skills; and apply knowledge of the components of ASL to increase accuracy of expression. Students use expressive and receptive skills for comprehension.

(8) ASL Advanced Independent Study proficiency levels, as defined by ACTFL and ASLTA, are as follows: interpersonal receptive, advanced; interpersonal expressive, advanced; interpretive receptive, novice intermediate; and presentational expressive, advanced.

(9) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills at the prescribed proficiency level and communicate across all modes of communication. According to ASLTA's National K-16 ASL Standards, "heritage language learning is an emerging issue in ASL instruction. The formal instruction of ASL to deaf is a very recent phenomenon, as is the availability of ASL instruction in K-12 settings for hearing children of deaf parents. Heritage language learning is an important and developing interest in the field of ASL teaching and learning."

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

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an advanced proficiency level	(i) engage in a variety of ASL exchanges of learned material to socialize at an advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an advanced proficiency level	(ii) engage in a variety of ASL exchanges of learned material to provide information at an advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(A) engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an advanced proficiency level	(iii) engage in a variety of ASL exchanges of learned material to obtain information at an advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(B) demonstrate an in-depth understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics	(i) demonstrate an in-depth understanding of ASL when dealing with familiar topics
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(B) demonstrate an in-depth understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics	(ii) demonstrate an in-depth understanding of ASL when dealing with unfamiliar topics
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the advanced proficiency level	(i) convey without voice information in ASL to others using concepts at the advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the advanced proficiency level	(ii) convey without voice information in ASL to others using classifiers at the advanced proficiency level

Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the advanced proficiency level	(iii) convey without voice information in ASL to others using phrases at the advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(C) convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the advanced proficiency level	(iv) convey without voice information in ASL to others using sentences at the advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the advanced proficiency level	(i) demonstrate appropriate usage of ASL phonology at the advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the advanced proficiency level	(ii) demonstrate appropriate usage of ASL morphology at the advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the advanced proficiency level	(iii) demonstrate appropriate usage of ASL syntax at the advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the advanced proficiency level	(iv) demonstrate appropriate usage of ASL semantics at the advanced proficiency level
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(D) demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the advanced proficiency level	(v) demonstrate appropriate usage of ASL pragmatics at the advanced proficiency level

Knowledge and Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(E) create and express ASL literature, including handshape stories, that follows traditional cultural features	(i) create ASL literature, including handshape stories, that follows traditional cultural features
(1) Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:	(E) create and express ASL literature, including handshape stories, that follows traditional cultural features	(ii) express ASL literature, including handshape stories, that follows traditional cultural features
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) apply ASL to recognize and use Deaf cultural norms to demonstrate an in-depth understanding of the perspectives of American Deaf culture	(i) apply ASL to recognize Deaf cultural norms to demonstrate an in-depth understanding of the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(A) apply ASL to recognize and use Deaf cultural norms to demonstrate an in-depth understanding of the perspectives of American Deaf culture	(ii) apply ASL to use Deaf cultural norms to demonstrate an in-depth understanding of the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) apply ASL to show evidence of an in depth appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture	(i) apply ASL to show evidence of an in depth appreciation of ASL literature created by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(B) apply ASL to show evidence of an in depth appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture	(ii) apply ASL to show how [ASL literature] applies to the perspectives of American Deaf culture

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) apply ASL to show evidence of an in depth appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture	(i) apply ASL to show evidence of an in depth appreciation of the contributions to the arts by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) apply ASL to show evidence of an in depth appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture	(ii) apply ASL to show evidence of an in depth appreciation of the contributions to the sciences by the Deaf
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(C) apply ASL to show evidence of an in depth appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture	(iii) apply ASL to show how [contributions to the arts and sciences by the Deaf] are applied to the perspectives of American Deaf culture
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(D) demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture	(i) demonstrate an in-depth understanding of Deaf history
(2) Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:	(D) demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture	(ii) demonstrate an in-depth understanding of how [Deaf history] applies to the perspectives of American Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to extensive information about ASL and Deaf culture	(i) use resources to gain access to extensive information about ASL

Knowledge and Skill Statement	Student Expectation	Breakout
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to extensive information about ASL and Deaf culture	(ii) use digital technology to gain access to extensive information about ASL
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to extensive information about ASL and Deaf culture	(iii) use resources to gain access to extensive information about Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(A) use resources and digital technology to gain access to extensive information about ASL and Deaf culture	(iv) use digital technology to gain access to extensive information about Deaf culture
(3) Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:	(B) apply ASL at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas	(i) apply ASL at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas
(4) Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(A) apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL	(i) apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL
(4) Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(B) apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture	(i) apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture

Knowledge and Skill Statement	Student Expectation	Breakout
(4) Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:	(C) apply ASL at the advanced proficiency level to demonstrate an understanding of how one language and culture can influence another	(i) apply ASL at the advanced proficiency level to demonstrate an understanding of how one language and culture can influence another
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(A) apply ASL at the advanced proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events	(i) apply ASL at the advanced proficiency level in or out of the school setting through involvement in cultural activities
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(B) use technology to communicate with the Deaf/ASL community	(i) use technology to communicate with the Deaf/ASL community
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(C) show evidence of becoming a lifelong learner by using ASL at the advanced proficiency level for personal enrichment and career development	(i) show evidence of becoming a lifelong learner by using ASL at the advanced proficiency level for personal enrichment
(5) Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:	(C) show evidence of becoming a lifelong learner by using ASL at the advanced proficiency level for personal enrichment and career development	(ii) show evidence of becoming a lifelong learner by using ASL at the advanced proficiency level for career development