

# American Sign Language: Kindergarten

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. **K.1C**

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

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

- 1** I can recognize and express basic greetings and farewells. Examples: Hello, Good-bye **K.1C.1I.1**
- 2** I can recognize and state basic personal information. Examples: Name, age **K.1C.1I.2**
- 3** I can recognize and express basic likes, dislikes, and feelings through single-word responses. **K.1C.1I.3**
- 4** I can identify people, objects, and animals using ASL. **K.1C.1I.4**
- 5** I can express conversational phrases with peers and adults. Examples: Please, thank you, excuse me. **K.1C.1I.5**
- 6** I can sign the WH questions vocabulary. Examples: Who, where, when, why, what, and how? **K.1C.1I.6**

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**2 Interpretive: Learners comprehend and interpret live and recorded American Sign Language on a variety of topics. K.1C.2I**

**2I.** Proficiency Benchmark: I can maintain signed conversation and discussion across time frames on familiar as well as unfamiliar topics using simple sentences and simple questions. **K.1C.2I**

- 1** I can comprehend and respond to simple commands and requests. Examples: Saying please and thank you; following the directions in an art activity; cleaning up classroom messes, rearranging seating, and lining up in a straight line when asked. **K.1C.2I.1**
- 2** I can comprehend numbers of 1-20 in ASL. **K.1C.2I.2**
- 3** I can identify the most commonly-used ASL handshapes (BASCO15). **K.1C.2I.3**
- 4** I can recognize WH questions in ASL storytelling. Examples: who, what, where, when, why, how? **K.1C.2I.4**

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**3 Presentational: Students present information, concepts, and ideas to an audience of viewers in American Sign Language.** K.1C.P

- P. Proficiency Benchmark: I can present information on both very familiar and everyday topics using a variety of practiced or memorized vocabulary, and simple phrases in ASL. K.1C.P
- 1 I can recite developmentally appropriate rhymes and poetry of the culture. (up to three lines) K.1C.P.1
  - 2 I can present simple prepared material with teacher guidance. Examples: Show and Tell, sharing photos or drawings. K.1C.P.2
  - 3 I can present a simple ASL rhyme poem.. K.1C.P.3
  - 4 I can present a simple ASL rhyme poem. Examples: ASL rhymes, using most common hand shapes (BASCO15) found on YouTube. K.1C.P.4
  - 5 I can describe familiar objects, places, and people. Examples: Shapes, colors, people, things, and places (home and school). K.1C.P.5
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**Interact with cultural competence and understanding.** K.2C

**1 Relating to Cultural Practices through Interactions - Learners provide an explanation of the relationship between the practices and perspectives of American Deaf culture.** K.2C.RC

- RC. Proficiency Benchmark: I can interact at a survival level in some familiar everyday contexts. K.2C.RC
- 1 I can explore daily activities of Deaf people. Examples: Practicing waking up using visual alerts; determining whether there is adequate lighting in the room for visual communication; inviting a Deaf guest speaker to answer common questions about being Deaf. K.2C.RC.1
  - 2 I can participate in grade level cultural activities. Examples: Celebrating Clerc and Gallaudet week in December. K.2C.RC.2
  - 3 I can use various attention-getting strategies. Examples: Tap on the shoulder, stomp on the floor, and flick the lights on and off. K.2C.RC.3
  - 4 I can examine elements of Deaf art including hands, handshapes, and eyes. Examples: Playing with handshape blocks; using handshape cards; participating in the “What Am I Looking At?” game. K.2C.RC.4
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**Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.** **K.3C**

**1 Making Connections - Learners reinforce and further their knowledge of other disciplines through American Sign Language.** **K.3C.MC**

**MC.** Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available through ASL and its culture. **K.3C.MC**

- 1** I can recite developmentally appropriate rhymes and poetry of the culture. (up to three lines) **K.3C.MC.1**
- 2** I can present simple prepared material with teacher guidance.Examples: Show and Tell, sharing photos or drawings. **K.3C.MC.2**
- 3** I can present a simple ASL rhyme poem. Examples: ASL rhymes, using common handshapes ( BASCO15).. **K.3C.MC.3**
- 4** I can describe familiar objects, places, and people. Examples: Shapes, colors, people, things, and places (home and school). **K.3C.MC.4**

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**2 Acquiring Information and Diverse Perspectives - Learners acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.** **K.3C.IP**

**IP.** Proficiency Benchmark: I can access and evaluate basic information and perspectives that are available in Deaf culture. **K.3C.IP**

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

**1 Language Comparisons - Learners discuss the nature of language through comparisons of American Sign Language and other languages** **K.4C.LC**

**LC.** Proficiency Benchmark: I can identify basic differences and similarities between American Deaf culture, American Culture, and other signed languages - countries' cultures. **K.4C.LC**

- 1** I can use simple signs and/or phrases to identify familiar objects and basic concepts from other content areas. **K.4C.LC.1**
  - 2** I can recognize the words /signs shared between ASL and English. **K.4C.LC.2**
  - 3** I can recognize and use authentic simple forms of address in everyday situations. **K.4C.LC.3**
  - 4** I can compare the alphabet and numbers in English and handshapes in ASL. Examples: Playing games that include a variety of ASL handshapes; viewing animated ASL handshapes on the computer; drawing in pictures of alphabet letters or numbers and making ASL handshapes out of dough. **K.4C.LC.4**
  - 5** I can experiment with forming age- and developmentally-appropriate facial expressions and non-manual signals. Examples: Practicing facial expressions based on simple emotions (happy, sad, surprised, etc.); observing topicalization when being asked questions; interpreting the meaning of various facial expressions found in photos or other sources. **K.4C.LC.5**
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**Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.** **K.5C**

**1 School and Global - Learners use American Sign Language within and beyond the school setting.** **K.5C.SG**

**SG.** Proficiency Benchmark: I can use ASL both within and beyond the classroom to interact and learn in the Deaf community. **K.5C.SG**

- 1** I can share experiences from American Sign Language classrooms within the school and/or community. Example: Use American Sign Language to teach basic vocabulary to friends and family. **K.5C.SG.1**
- 2** I can recognize the use of American Sign Language in the learner's community. **K.5C.SG.2**
- 3** I can use simple signs and/or phrases to identify familiar objects and basic concepts from other content areas. Examples: Showing signs for animals; describing weather; identifying food items. **K.5C.SG.3**
- 4** I can integrate ASL numbers when making observations about people and things. Examples: Counting objects; using the calendar; talking about the size of families. **K.5C.SG.4**
- 5** I can identify family members and family relationships. Examples: Bringing pictures of family members to class; practicing fingerspelling the names of family members or showing personal name signs; describing the relationships between family members. **K.5C.SG.5**
- 6** I can identify community locations, personnel, and transportation. Examples: Identifying community locations, such as school, home, and library briefly describing the primary duties of emergency service personnel; describing the types of transportation used in the local community. **K.5C.SG.6**
- 7** I can use spatial understanding to identify and outline shapes. Examples: Identifying the names of shapes; using index fingers to outline two-dimensional shapes; demonstrating tracing classifiers to outline specific three-dimensional shapes. **K.5C.SG.7**
- 8** - I can demonstrate an understanding of the similarity between voice / mouth and hand / eye communication and that different people communicate in different ways. Examples: Understanding that Deaf people use their eyes the way hearing people use their ears; observing differences in being able to communicate through windows or across wide spaces with ASL and being able to talk in the dark in spoken English; identifying ways people are different, yet similar. **K.5C.SG.8**