

Course Profile



STANDARDS LINKED

Communication – Interpersonal Mode (IP)

ASL1.IP1 Students exchange simple information in the target language, utilizing cultural references where appropriate. Students will:

- A. Produce gestures, hand shapes, movements, facial expressions and pantomime. (e.g., marked and unmarked hand shapes, emotions).
- B. Produce and recognize appropriate attention-getting behaviors (e.g., hand wave, shoulder tap).
- C. Sign basic greetings, introductions, farewells and expressions of courtesy (e.g. expressive fingerspelling, eye gaze, turn taking, please and thank you).
- D. Express like/dislike and agreement /disagreement (e.g., yes, no, maybe, negation, want/don't want).

- E. Make simple requests (e.g., basic directional verbs, stand/sit, don't mind).
- F. Ask for clarification (e.g., "what," again, understand).
- G. Give simple descriptions (e.g., introduction to size and shape specifiers, classifiers, adjectives).
- H. Follow and give simple directions (e.g., use of space, far/near, left/right).
- I. Ask questions and provide responses based on suggested topics (e.g., yes/no and WH-questions).
- J. Use sequenced information meaningfully (e.g., sharing time, days of the week, months, seasons, numbers 0 -100).

ASL1.IP2 Students demonstrate skills necessary to sustain exchanges in the target language. Students will:

- A. Initiate, participate in, and close a brief exchange (e.g., turn taking and dialogue).
- B. Demonstrate SLPI (Sign Language Proficiency Interview) Novice + to Survival.

Communication – Interpretive Mode (INT)

ASL1.INT1 Students demonstrate an understanding of the target language through a variety of media and based on topics such as self, family, school, etc. Students will:

- A. Identify main ideas and some details, while viewing an ASL signed narrative.
- B. Comprehend simple culturally authentic ASL genres (e.g., ABC and number stories and poetry).
- C. Understand simple instructions, such as classroom procedures.
- D. Demonstrate SLPI Novice+ to Survival and ASLPI Level 1 to 2 proficiency receptive skills.

ASL1.INT2 Students will comprehend signed and non-manual markers to understand simple messages in the target language. Students will:

- A. Differentiate among statements, questions, and commands (e.g., yes/no, WH, rhetorical questions, commands).
- B. Recognize basic non-manual markers (e.g., facial grammar, mouth phonemes/morphemes).

Communication Presentational Mode (P)

ASL1.P1 Students present information containing various vocabulary, phrases, and patterns. Students will:

- A. Present informational narratives (e.g., calendar, sports, weather).
- B. Present personal narratives (e.g., family tree, house description).
- C. Demonstrate SLPI Novice + to Survival and ASLPI Level I to 1.5 proficiency expressive skills.

ASL1.P2 Students present brief, rehearsed material in the target language, such as dialogues, skits, and poetry. Students will:

- A. Demonstrate SLPI Novice + to Survival and ASLPI Level I to 1.5 proficiency skills in presenting rehearsed material (e.g., ABC/number stories, skits, assigned topics).



8th Grade American Sign Language

B. Demonstrate comprehension of rehearsed material. (videotape as well as live performance)

Cultural Perspectives, Practices, and Products (CU)

ASL1.CU1 Students develop an awareness of perspectives, practices, and products of the cultures where the target language is used. Students will:

A. Demonstrate knowledge of contributions target culture to civilization (e.g., technology; art; theater and plays; sign language/deaf literature, media, games and jewelry).

B. Identify commonly held viewpoints of the culture (e.g., cultural vs. medical views of deafness, D/d deaf, residential vs. inclusive models of education).

C. Describe customs and traditions of the culture, such as greetings, celebrations, and courtesies (e.g., name signs, homecoming, deaf/hearing/hard of hearing, deaf only organizations).

Connections, Comparisons, and Communities (CCC)

ASL1.CCC1 Students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. Students will:

A. Demonstrate knowledge of the evolution and spread of American Sign Language (e.g., travels of T.H. Gallaudet; location of residential schools; Martha’s Vineyard; Gallaudet University/NTID/CSUN; regional signs).

B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g., practice math fact drills; English/ASL grammar; famous deaf people; receptive fingerspelling).

C. Relate content from other subject areas to topics discussed in the language class (e.g., literature by or for deaf people; appearance of deaf characters in TV drama; sports; sign for and from other countries).

ASL1.CCC2 Students demonstrate an understanding of the significance of culture through comparisons between the culture studied and the students’ own culture. Students will:

A. Compare patterns of behavior and interaction in the students’ own culture with those of the target culture (e.g., phone/TV access; ring signalers, visual noise; proxemics; eye contact; driving; use of interpreters).

B. Demonstrate an awareness of elements of the students’ own culture (e.g., communication and social interaction; other languages in the home, extended family).

ASL1.CCC3 Students compare basic elements of the target language to the English language. Students will:

A. Recognize similarities and differences in English and the target language regarding idioms, slang (e.g., simple translations to /from English and ASL).

B. Recognize basic sign parameters and inflectional patterns (e.g., same/different).

ASL1.CCC4 Students demonstrate an awareness of current events in the target culture. Students will:

A. Give information about current events of target cultures (e.g., Deaf President Now, oral vs. manual).

B. Understand the impact of current events of the target culture (e.g., outcomes of Deaf President Now, No Child Left Behind, FCC-Video Phone, Americans with Disabilities Act, Miss Deaf America).

ASL1.CCC5 Students identify situations and resources in which the target language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes. Students will:

A. Identify examples of the target language and the culture studied that are evident in and through media, entertainment, and technology (Vlogs, ASL movies, careers requiring sign language skill).

B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture studied. (e.g., National Association of the Deaf, Registry of Interpreters for the Deaf, National Black Deaf Advocates, ASL web browser, Deaf Nation, local events).

Language Proficiency Targets by Mode

	Interpersonal Communication	Presentational Signing (Expressive)	Interpretive Signing (Receptive)	Interpretive Reading	Presentation Writing
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8th Grade American Sign Language

7 th grade	Novice – Mid	Novice - Mid	Novice – High	Novice – Mid	Novice – Mid
8 th grade	Novice - High	Novice - High	Novice – High	Novice - High	Novice - High
Level 1	Novice - Mid	Novice - High	Novice - High	Novice - Mid	Novice - Mid
Level 2	Novice - High	Intermediate - Low	Intermediate - Low	Intermediate-Mid	Intermediate-Low

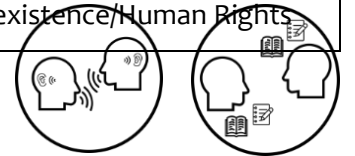
AP/ IB Alignment

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
AP Themes	Personal and Public Identities /Who We Are	Families and Communities/How We Organize Ourselves	Contemporary Life /Where We are in Place and Time	Beauty and Aesthetics /How We Express Ourselves	Science and Technology /How the World Works	Global Challenges/Sharing the Planet



8th Grade American Sign Language

7 th grade	Welcome/ Who I Am		Family and Communities		Deaf Education Around the World	
8 th grade	Careers, Homecoming, Vacationing		Health and Technology		Food and Nutrition	
Level 1	Welcome/Who I Am Personal and Public Identities	Families and Communities/ Families in Different Society	Contemporary Life /Education Around the World	Careers/Homecoming/ Vacationing	Health and Technology	Food and Nutrition
Level 2	Cultural Heritage Identity	Citizenship and Duty	Factors Influence Quality of Life	Literacy ad Performing Arts	Ethical Questions/New Frontiers	Coexistence/Human Rights



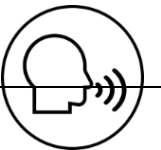
Proficiency Benchmarks and Can-Do Statements (NCSSFL-ACTFL) Interpersonal Communication

BELOW NOVICE – LOW No functional language ability	NOVICE - LOW I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	NOVICE - MID I can participate in conversations on several familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	NOVICE – HIGH I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
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8th Grade American Sign Language

	<p>I can exchange some personal information. I can tell someone my name. I can answer a few simple questions. I can respond to yes/no questions I can answer either/or a question. I can respond to who, what, when and where questions.</p> <p>I can greet and leave people in a polite way.</p> <ul style="list-style-type: none"> • I can say hello and goodbye to someone my age or younger. • I can say hello and goodbye to my teacher, professor, or supervisor. I can say hello and goodbye to an adult. • I can say hello and goodbye to a person I do not know. <p>I can introduce myself and others.</p> <ul style="list-style-type: none"> • I can introduce myself and provide basic personal information. • I can introduce someone else. I can respond to an introduction. <p>I can answer a variety of simple questions.</p> <ul style="list-style-type: none"> • I can answer questions about what I like and dislike. • I can answer questions about what I am doing and what I did. • I can answer questions about where I'm going or where I went. • I can answer questions about something I have learned. <p>I can make some simple statements in a conversation.</p> <ul style="list-style-type: none"> • I can tell someone what I am doing. • I can say where I went. I can say whom I am going to see. • I can express a positive reaction, such as "Great!" <p>I can ask some simple questions.</p> <ul style="list-style-type: none"> • I can ask who, what, when, where questions. • I can ask questions about something that I am learning. <p>I can communicate basic information about myself and people I know.</p> <ul style="list-style-type: none"> • I can say my name and ask someone's name. • I can say or write something about the members of my family and ask about someone's family. • I can say or write something about friends and classmates or co-workers. <p>I can communicate some basic information about my everyday life.</p> <ul style="list-style-type: none"> • I can give times, dates, and weather information. • I can talk about what I eat, learn, and do. • I can talk about places I know. I can ask and understand how much something costs. 	<p>I can have a simple conversation on several everyday topics.</p> <p>I can exchange some personal information.</p> <ul style="list-style-type: none"> • I can ask and say a home address and e-mail address. • I can ask and say someone's nationality. • I can ask and talk about family members and their characteristics. • I can ask and talk about friends, classmates, teachers, or co-workers. <p>I can exchange information using texts, graphs, or pictures.</p> <ul style="list-style-type: none"> • I can ask about and identify familiar things in a picture from a story. • I can ask about and identify important information about the weather using a map. • I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. • I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics. <p>I can ask for and give simple directions.</p> <ul style="list-style-type: none"> • I can ask for directions to a place. • I can tell someone how to get from one place to another, such as go straight, turn left, or turn right. • I can tell someone where something is located, such as next to, across from, or in the middle of. <p>I can make plans with others.</p> <ul style="list-style-type: none"> • I can accept or reject an invitation to do something or go somewhere. • I can invite and make plans with someone to do something or go somewhere. • I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet. <p>I can interact with others in everyday situations.</p> <ul style="list-style-type: none"> • I can order a meal. • I can make a purchase. • I can buy a ticket. 	<p>I can have a simple conversation on several everyday topics.</p> <ul style="list-style-type: none"> • I can talk with someone about family or household tasks. • I can talk with someone about hobbies and interests. • I can talk with someone about school or work. <p>I can ask and answer questions on information that is familiar to me.</p> <ul style="list-style-type: none"> • I can ask, and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature <p>I can use the language to meet my basic needs in familiar situations.</p> <ul style="list-style-type: none"> • I can ask for help at school, work, or in the community. • I can make a reservation. • I can arrange for transportation, such as by train, bus, taxi, or a ride with friends. <p>I can start, maintain, and end a conversation on a variety of familiar topics.</p> <p>I can talk about my daily activities and personal preferences.</p> <p>I can use my language to handle tasks related to my personal needs.</p> <p>I can exchange information about subjects of special interest to me.</p>
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Presentational Signing

<p>NOVICE – LOW I can present basic information on familiar topics using the language I have practiced using phrases and simple sentences.</p>	<p>NOVICE - MID I can present information on most familiar topics using a series of simple sentences.</p>	<p>NOVICE – HIGH I can make presentations on a wide variety of familiar topics using connected sentences.</p>	<p>INTERMEDIATE - LOW I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.</p>
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8th Grade American Sign Language

<p>I can recite words and phrases that I have learned.</p> <ul style="list-style-type: none"> • I can count from 1-10. • I can say the date and the day of the week. • I can list the months and seasons I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases. • I can name famous landmarks and people. • I can name countries on a map. • I can list items I see every day. <p>I can introduce myself to a group.</p> <ul style="list-style-type: none"> • I can state my name, age, and where I live. • I can give my phone number, home address, and email address. <p>I can recite short, memorized phrases, parts of poems, and rhymes.</p> <ul style="list-style-type: none"> • I can sing a short song. • I can recite a nursery rhyme. • I can recite a simple poem. 	<p>I can present information about myself and others using words and phrases.</p> <ul style="list-style-type: none"> • I can say what I look like. • I can say what I am like. • I can say what someone looks like. • I can say what someone is like. <p>I can express my likes and dislikes using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> • I can say which sports I like and don't like. • I can list my favorite free-time activities and those I don't like. • I can state my favorite foods and drinks and those I don't like. <p>I can present information about familiar items in my immediate environment.</p> <ul style="list-style-type: none"> • I can talk about my house. • I can talk about my school or where I work. • I can talk about my room or office and what I have in it. • I can present basic information about my community, town/city, state, or country. <p>I can talk about my daily activities using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> • I can list my classes and tell what time they start and end. • I can name activities and their times in my daily schedule. • I can talk about what I do on the weekends. <p>I can present simple information about something I learned using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> • I can talk about holiday celebrations based on pictures or photos. • I can name the main cities on a map. • I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos. 	<p>I can present information about my life using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do <p>I can tell about a familiar experience or event using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can tell what I do in class or at work. • I can tell about what I do during the weekend. • I can tell about what happens after school or work. <p>I can present basic information about a familiar person, place, or thing using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can describe a useful website. • I can talk about my favorite musical group, actor, or author. • I can describe a landmark, vacation location, or a place I visit. • I can talk about a famous person from history. <p>I can present information about others using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can talk about others' likes and dislikes. • I can talk about others' free-time activities. • I can give basic biographical information about others. <p>I can give basic instructions on how to make or do something using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can tell how to prepare something simple to eat. • I can describe a simple routine, like getting lunch in the cafeteria. • I can give simple directions to a nearby location or to an online resource. <p>I can present basic information about things I have learned using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can describe a simple process like a science experiment. • I can present a topic from a lesson based on pictures or photos. • I can present information about something I learned in a class or at work • I can present information about something I learned in the community 	<p>I can talk about people, activities, events, and experiences.</p> <ul style="list-style-type: none"> • I can describe the physical appearance of a friend or family member. • I can describe another person's personality. • I can describe a school or workplace. • I can describe a famous place. • I can describe a place I have visited or want to visit. • I can present my ideas about something I have learned. <p>I can express my needs and wants.</p> <ul style="list-style-type: none"> • I can describe what I need for school or work. • I can talk about what I want or need to do each day <p>I can present information on plans, instructions, and directions.</p> <ul style="list-style-type: none"> • I can explain the rules of a game. • I can give multi-step instructions for preparing a recipe. • I can describe what my plans are for the weekend. • I can describe what my summer plans are. • I can describe holiday or vacation plans. • I can describe what is needed for a holiday or a celebration. • I can describe what I plan to do next in my life. <p>I can present songs, short skits, or dramatic readings.</p> <ul style="list-style-type: none"> • I can retell a children's story. • I can present a proverb, poem, or nursery rhyme. • I can participate in a performance of a skit or a scene from a play. <p>I can express my preferences on topics of interest.</p> <ul style="list-style-type: none"> • I can give a presentation about a movie or television show that I like. • I can give a presentation about a famous athlete, celebrity, or historical figure. • I can express my thoughts about a current event I have learned about or researched.
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Presentational Writing

<p>NOVICE – LOW</p>	<p>NOVICE – MID</p> <p>I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p>NOVICE - HIGH</p> <p>I can write on a wide variety of familiar topics using connected sentences.</p>	<p>INTERMEDIATE - LOW</p>
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8th Grade American Sign Language

I can copy some familiar words, characters, or phrases.			I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.
<p>I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.</p> <ul style="list-style-type: none"> • I can copy the letters of the alphabet. • I can copy the characters that I am learning. • I can copy a simple phrase like “Happy Birthday,” “Happy Holidays,” etc. <p>I can write words and phrases that I have learned.</p> <ul style="list-style-type: none"> • I can write my name, home address, and my email address. • I can write numbers such as my phone number. • I can write the date and the day of the week. • I can write the months and seasons. <p>I can label familiar people, places, and objects in pictures and posters.</p> <ul style="list-style-type: none"> • I can label famous landmarks and people. • I can write the names of countries on a map. • I can list items I see every day. • I can label items in a room. 	<p>I can fill out a simple form with some basic personal information.</p> <ul style="list-style-type: none"> • I can fill out a form with my name, address, phone number, birth date, and nationality. • I can complete a simple online form. • I can fill out a simple schedule. <p>I can write about myself using learned phrases and memorized expressions.</p> <ul style="list-style-type: none"> • I can list my likes and dislikes such as favorite subjects, sports, or free-time activities. • I can list my family members, their ages, their relationships to me, and what they like to do. • I can list my classes and tell what time they start and end. • I can write simple statements about where I live. <p>I can list my daily activities and write lists that help me in my day-to-day life.</p> <ul style="list-style-type: none"> • I can label activities and their times in my daily schedule. • I can write about what I do on the weekends. • I can write a to-do list. • I can write a shopping list. <p>I can write notes about something I have learned using lists, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> • I can list the main cities of a specific country. • I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country. • I can create a list of topics or categories using vocabulary I have learned. <p>I can write about people, activities, events, and experiences.</p> <p>I can prepare materials for a presentation.</p> <p>I can write about topics of interest.</p> <p>I can write basic instructions on how to make or do something.</p> <p>I can write questions to obtain information.</p>	<p>I can write information about my daily life in a letter, blog, discussion board, or email message.</p> <ul style="list-style-type: none"> • I can introduce myself. • I can describe my family and friends. • I can describe my school. • I can describe where I work <p>I can write short notes using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can write a postcard message. • I can write a special occasion message such as a birthday or congratulatory note. • I can write notes, a short announcement, invitation or thank-you note. <p>I can write about a familiar experience or event using practiced material.</p> <ul style="list-style-type: none"> • I can write about a movie or a television show that I like. • I can write about a famous athlete, celebrity, or historical figure. • I can write a brief explanation of a proverb or nursery rhyme. • I can write a simple poem. <p>I can write basic instructions on how to make or do something.</p> <ul style="list-style-type: none"> • I can write what I do in class or at work. • I can write what happens after school or during the weekend. • I can write about a website, a field trip, or an activity that I participated in. <p>I can write basic information about things I have learned.</p> <ul style="list-style-type: none"> • I can write up a simple process like a science experiment. • I can write about a topic from a lesson using pictures or photos. • I can write about something I learned online, in a class, at work, or in the community. <p>I can ask for information in writing.</p> <ul style="list-style-type: none"> • I can request resources like brochures or posted information. • I can request an appointment with a classmate, teacher or colleague. • I can request an application for a job, membership in a club, or admission to a school or program 	<p>I can write about people, activities, events, and experiences.</p> <ul style="list-style-type: none"> • I can describe the physical appearance and personality of a friend or family member. • I can write about a school, workplace, famous place, or place I have visited. • I can write about a holiday, vacation, or a typical celebration. • I can write about something I have learned. • I can write about what I plan to do next in my life <p>I can prepare materials for a presentation.</p> <ul style="list-style-type: none"> • I can write out a draft of a presentation that I plan to present orally. • I can write an outline of a project or presentation. • I can write notes for a speech. <p>I can write about topics of interest.</p> <ul style="list-style-type: none"> • I can write about a movie or a television show that I like. • I can write about a famous athlete, celebrity, or historical figure. • I can write a brief explanation of a proverb or nursery rhyme. • I can write a simple poem. <p>I can write basic instructions on how to make or do something.</p> <ul style="list-style-type: none"> • I can write the rules of a game. • I can write about how to prepare something simple to eat. • I can write about a simple routine, like getting lunch in the cafeteria. • I can write simple directions to a nearby location or to an online resource. <p>I can write questions to obtain information.</p> <ul style="list-style-type: none"> • I can post a question for discussion or reflection. • I can develop a simple questionnaire or survey. <p>I can write about school and academic topics.</p> <p>I can write about work and career topics.</p> <p>I can write about community topics and events.</p> <p>I can write about entertainment or social events.</p>

Interpretive Signing



8th Grade American Sign Language

<p>NOVICE - LOW</p> <p>I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being signed.</p>	<p>NOVICE – MID</p> <p>I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that are signed.</p>	<p>NOVICE – HIGH</p> <p>I can understand the main ideas in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations in sign.</p>	<p>INTERMEDIATE – LOW</p> <p>I can easily understand the main ideas in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details that are signed, even when something unexpected is expressed. I can sometimes follow what I see in sign about events and experiences in various time frames.</p>
<p>I can occasionally identify the handshape or sign.</p> <ul style="list-style-type: none"> • I can recognize the signs of a few letters when they are spoken or signed out. <p>I can occasionally understand isolated signs that I have memorized, particularly when accompanied by gestures or pictures.</p> <ul style="list-style-type: none"> • I can understand greetings. • I can recognize some color words. • I can understand some numbers. • I can understand some food items. <p>I can sometimes understand simple questions or statements on familiar topics.</p> <p>I can understand simple information when presented with pictures and graphs.</p>	<p>I can understand a few courtesy phrases.</p> <ul style="list-style-type: none"> • I can understand greetings. • I can understand when people express thanks. • I can understand when people introduce themselves. • I can understand when someone asks for a name. <p>I can recognize and sometimes understand basic information in words and phrases that I have memorized.</p> <ul style="list-style-type: none"> • I can understand days of the week and the hour. • I can recognize the signs for time. • I can recognize some common weather signs. <p>I can recognize and sometimes understand words and phrases that I have learned for specific purposes.</p> <ul style="list-style-type: none"> • I can recognize the names of the planets in a science class. • I can recognize the names of some parts of the body in a health or fitness class. <p>I can understand the basic purpose of a message.</p> <p>I can understand messages related to my basic needs.</p> <p>I can understand questions and simple statements on everyday topics when I am part of the conversation.</p>	<p>I can sometimes understand simple questions or statements on familiar topics.</p> <ul style="list-style-type: none"> • I can recognize the difference between a question and a statement. • I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. • I can sometimes understand questions or statements about family. • I can sometimes understand questions or statements about my friends and classmates or workmates. <p>I can understand simple information when presented with pictures and graphs.</p> <ul style="list-style-type: none"> • I can understand some facts about the weather when weather symbols are used. • I can understand when someone describes physical descriptions from a photo or a piece of artwork. • I can follow along with simple arithmetic problems when I can see the figures. <p>I can sometimes understand the main topic of conversations that I overhear.</p> <ul style="list-style-type: none"> • I can sometimes understand if people are referring to me. • I can sometimes understand if people are talking about their homes or asking for directions. • I can sometimes understand a simple transaction between a customer and a salesclerk. <p>I can understand basic information in ads, announcements, and other simple recordings.</p>	<p>I can understand the basic purpose of a message.</p> <ul style="list-style-type: none"> • I can determine if I am hearing an announcement or an advertisement. • I can understand what a radio advertisement is selling. • I can understand when and where an event will take place. • I can understand a voice message accepting or rejecting an invitation <p>I can understand messages related to my basic needs.</p> <ul style="list-style-type: none"> • I can understand a clear and repeated announcement about a flight's departure time and/or gate. • I can understand teacher announcements about when an assignment is due. • I can understand the date and time of when a voice message was recorded. <p>I can understand questions and simple statements on everyday topics when I am part of the conversation.</p> <ul style="list-style-type: none"> • I can understand questions about my work or class schedule. • I can understand questions about my likes and dislikes. • I can understand simple compliments about what I am wearing or what I am doing. <p>I can easily understand straightforward information or interactions.</p> <p>I can understand a few details in ads, announcements, and other simple recordings.</p> <p>I can sometimes understand situations with complicated factors.</p>



<p>NOVICE – LOW I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>NOVICE – MID I can understand the main ideas of texts related to everyday life and personal interests or studies.</p>	<p>NOVICE – HIGH I can easily understand the main ideas of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p>INTERMEDIATE - LOW I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.</p>
<p>I can recognize words, phrases, and characters with the help of visuals.</p> <ul style="list-style-type: none"> • I can identify family member words on a family tree. • I can identify healthy nutritional categories. • I can identify the simple labels on a science-related graph. <p>I can recognize words, phrases, and characters when I associate them with things I already know.</p> <ul style="list-style-type: none"> • I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list. • I can identify labeled aisles in a supermarket. • I can choose a restaurant from an online list of local eateries. • I can identify scores from sports teams because I recognize team names and logos. • I can identify artists, titles, and music genres from iTunes. • I can identify the names of classes and instructors in a school schedule. <p>I can understand messages in which the writer tells or asks me about topics of personal interest.</p> <p>I can identify some simple information needed on forms.</p> <p>I can identify some information from news media.</p>	<p>I can usually understand short simple messages on familiar topics.</p> <ul style="list-style-type: none"> • I can understand basic familiar information from an ad. • I can sometimes identify the purpose of a brochure. • I can identify information from a movie brochure or poster. • I can understand simple information in a text message from a friend. <p>I can sometimes understand short, simple descriptions with the help of pictures or graphs.</p> <ul style="list-style-type: none"> • I can understand simple captions under photos. • I can understand very basic information from a real estate ad. • I can understand website descriptions of clothing items to make an appropriate purchase. • I can identify the categories on a graph. <p>I can sometimes understand the main idea of published materials.</p> <ul style="list-style-type: none"> • I can distinguish a birthday wish from a note expressing thanks. • I can identify destinations and major attractions on a travel brochure. • I can locate places on city maps. <p>I can understand simple everyday notices in public places on topics that are familiar to me.</p> <ul style="list-style-type: none"> • I can understand a simple public transportation schedule. • I can locate notices on where to park. • I can understand notices that tell of street or metro closings. • I can understand a store’s hours of operation. • I can read the labels on a recycling bin. <p>I can understand simple personal questions.</p> <p>I can understand personal questions to complete a profile on a social media site. I can understand basic information in ads, announcements, and other simple text.</p> <p>I can understand the main idea of what I read for personal enjoyment.</p>	<p>I can understand messages in which the writer tells or asks me about topics of personal interest.</p> <ul style="list-style-type: none"> • I can understand what an e-pal writes about interests and daily routines. • I can understand a simple posting on a friend’s social media page. • I can understand a text from a friend about our plans. • I can understand if a friend accepts or rejects an invitation. <p>I can identify some simple information needed on forms.</p> <ul style="list-style-type: none"> • I can understand what is asked for on an application form. • I can understand what is asked for on a hotel registration form. • I can understand what is asked for on an ID card. <p>I can identify some information from news media.</p> <ul style="list-style-type: none"> • I can understand personal information about sports stars from photo captions. • I can understand some information on job postings. • I can understand basic information on weather forecasts. <p>I can understand accounts of personal events or experiences.</p> <p>I can sometimes follow short, written instructions when supported by visuals.</p> <p>I can understand the main idea of and a few supporting facts about famous people and historic events.</p>	<p>I can understand simple personal questions.</p> <ul style="list-style-type: none"> • I can understand the questions asked on a career preference survey. • I can understand what is asked for on a simple, popular magazine questionnaire. <p>I can understand the personal questions to complete a profile on a social can understand basic information in ads, announcements, and other simple texts.</p> <ul style="list-style-type: none"> • I can understand the information in birth and wedding announcements. • I can understand the information in sales ads. • I can understand basic information on travel brochures. • I can understand basic information on food labels. I media site. <p>I can understand the main idea of what I read for personal enjoyment.</p> <ul style="list-style-type: none"> • I can understand updates in entertainment magazines. • I can understand postings in blogs on familiar topics. • I can understand postcards from friends I can read simple written exchanges between other people. • I can understand the main idea of personal messages exchanged in chat rooms. • I can understand the main idea of a biographical interview with a celebrity. <p>I can find and use information for practical purposes.</p> <p>I can read texts that compare information.</p> <p>I can follow simple written instructions.</p>

