

ASL HIGH LEVEL 1 – 4 INDIANA ACADEMIC STANDARDS

LEVEL 1 (Grade 9 and up)	LEVEL 2 (Grade 10 and up)	LEVEL 3	LEVEL 4
<p>Standard 1 COMMUNICATION: Converse in American Sign Language</p> <p>Learners engage in signed conversations on a variety of topics. (Interpersonal)</p> <p>1.1.1 Use multiple greetings and farewells in new social situations.</p> <p>1.1.2 Recognize and express personal information such as name, age, origin, physical attributes, personal characteristics of self and others.</p> <p>1.1.3 Describe relationship status and relation to acquaintances.</p> <p>1.1.4 Recognize and express a variety of simple feelings, opinions, and preferences of self and others.</p> <p>1.1.5 Express personal information and opinions in basic conversations.</p> <p>1.1.6 Ask <u>wh-word</u> and yes/no questions with appropriate facial expression and word order.*</p> <p>Wh-word – WHAT, WHO, WHERE, WHICH, WHY, HOW</p>	<p>Standard 1 COMMUNICATION: Converse in American Sign Language</p> <p>Learners engage in signed conversations on a variety of topics. (Interpersonal)</p> <p>2.1.1 Use multiple greetings and farewells in a variety of settings.</p> <p>2.1.2 Exchange personal information about self and others.</p> <p>2.1.3 Exchange a variety of feelings, opinions, and preferences of self and others.</p> <p>2.1.4 Make requests and ask different types of questions such as higher order thinking questions and analyzing selected topics.</p> <p>2.1.5 Recognize and use culturally-appropriate non-manual communication.</p> <p>2.1.6 Recognize and use appropriate personal and possessive pronouns</p>	<p>Standard 1 COMMUNICATION: Converse in American Sign Language</p> <p>Learners engage in signed conversations on a variety of topics. (Interpersonal)</p> <p>3.1.1 Initiate, sustain, and close conversations in varied situations.</p> <p>3.1.2 Exchange detailed information and opinions in American Sign Language.</p> <p>3.1.3 Make requests and ask different types of questions such as higher order thinking questions and analyzing selected topics.</p> <p>3.1.4 Develop a logical argument derived from the decision making process using a relevant situation.</p> <p>3.1.5 Use manual and visual strategies that facilitate communication.</p> <p>3.1.6 Use a variety of culturally-appropriate non-manual communication.</p>	<p>Standard 1 COMMUNICATION: Converse in American Sign Language</p> <p>Learners engage in signed conversations on a variety of topics. (Interpersonal)</p> <p>4.1.1 Initiate, sustain, and close conversations in varied situations.</p> <p>4.1.2 Exchange detailed information and opinions on a variety of topics in American Sign Language.</p> <p>4.1.3 Make requests and ask different types of questions in a variety of social situations.</p> <p>4.1.4 Use manual and visual strategies that facilitate communication.</p> <p>4.1.5 Use culturally-appropriate non-lingual communication.</p> <p>4.1.6 Use a variety of culturally-appropriate non-manual communication</p>

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<p>1.1.7 Recognize and use culturally appropriate non-lingual communication including eye contact, attention-getting strategies, and <u>Non-Manual Markers</u>.*</p> <p><u>Non-Manual Markers</u> – shoulder shifting, lower/raise eyebrows, eye gaze, etc</p> <p>1.1.8 Recognize and use appropriate personal and possessive pronouns.</p> <p>1.1.9 Make and respond to basic command and <u>requests with reasoning</u>.*</p> <p><u>Requests</u> - HELP, PLEASE, FOR-ME, DO-YOU-MIND, etc.</p> <p>1.1.10 Give basic directions to locations.</p> <p>1.1.11 Recognize appropriate parameters of ASL such as handshape, location, movement, palm orientation, and nonmanual markers.</p> <p>1.1.12 Sign the manual alphabet and fingerspell basic words.</p> <p>1.1.13 Sign different number systems</p>	<p>2.1.7 Ask for and tell the location of objects</p> <p>2.1.8 Recognize and use temporal inflections: uninflected, recurring, and continuous.</p> <p>2.1.9 Recognize and use quantifiers and classifiers that show plurality.</p> <p>2.1.10 Express simple personal plans using a simple phrase.</p> <p>2.1.11 Use appropriate parameters of ASL such as handshape, location, movement, palm orientation, and nonmanual markers.</p>	<p>3.1.7 Incorporate American Sign Language idioms in conversation.</p>	

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<p>including age, time, ordinal numbers, cardinal numbers, money, and plural pronouns.</p> <p>1.1.14 Sign basic classifiers for people, objects, and places.*</p> <p>Classifier – A handshape that represents an object and tells its location</p> <p>1.1.15 Apply benefits of spatial visualization appropriately.</p>			

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<p>Standard 2 COMMUNICATION: Comprehend American Sign Language</p> <p>Learners comprehend American Sign Language on a variety of topics. (Interpretive)</p> <p>1.2.1 Understand and respond to classroom requests, commands, and directions.</p> <p>1.2.2 Identify topic and characters from a simple signed story.</p> <p>1.2.3 State meaning through recognition of iconic signs.</p> <p>1.2.4 Recognize location, places, and objects using a variety of classifiers.</p> <p>1.2.5 Demonstrate an understanding of a signed prompt by providing a one or two word feedback response.</p>	<p>Standard 2 COMMUNICATION: Comprehend American Sign Language</p> <p>Learners comprehend American Sign Language on a variety of topics. (Interpretive)</p> <p>2.2.1 Respond to everyday requests, commands, and directions.</p> <p>2.2.2 Demonstrate comprehension of topic and characters from a simple signed story</p> <p>2.2.3 Infer meaning and build language skill through recognition of iconic signs.</p> <p>2.2.4 Identify and explain classifiers within a story.</p> <p>2.2.5 Recognize the purpose of role shifting between multiple concepts and characters.</p>	<p>Standard 2 COMMUNICATION: Comprehend American Sign Language</p> <p>Learners comprehend American Sign Language on a variety of topics. (Interpretive)</p> <p>3.2.1 Respond accurately to complex requests, commands, and directions.</p> <p>3.2.2 Demonstrate an understanding of character development and recognition of character tendencies through non-lingual communication.</p> <p>3.2.3 Analyze the purpose of role shifting between multiple concepts and characters.</p> <p>3.2.4 Categorize types of classifiers and their purpose within a story.</p> <p>3.2.5 Apply understanding of a topic by providing constructive feedback on how to improve a signed piece or advance a topic.</p>	<p>Standard 2 COMMUNICATION: Comprehend American Sign Language</p> <p>Learners comprehend American Sign Language on a variety of topics. (Interpretive)</p> <p>4.2.1 Respond accurately to complex requests, commands, and directions.</p> <p>4.2.2 Demonstrate comprehension of both authentic and non-authentic American Sign Language through developmentally appropriate tasks.</p> <p>4.2.3 Compare and contrast iconic and abstract signs.</p> <p>4.2.4 Summarize types of classifiers and their purpose within a story.</p> <p>4.2.5 Demonstrate an understanding of a topic by providing feedback that furthers the discussion.</p>

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<p>1.2.6 Recognize multiple grammatical functions of signing space.</p>	<p>2.2.6 Demonstrate an understanding of a signed prompt by providing a response in the form of a statement or a follow-up question.</p>	<p>3.2.6 Demonstrate comprehension of both authentic and non-authentic American Sign Language through developmentally appropriate tasks.</p> <p>3.2.7 Compare and contrast iconic and abstract signs.</p>	<p>4.2.6 Evaluate a signed performance and make suggestions for improvement.</p>

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<p>Standard 3 COMMUNICATION: Present in American Sign Language</p> <p>Learners present on a variety of topics in American Sign Language. (Presentational)</p> <p>1.3.1 Recite the following types of ASL literature: poetry, ABC stories, number stories, and handshape stories.</p> <p>1.3.2 Present skits involving brief dialogue about a variety of topics.</p> <p>1.3.3 Present skits involving brief dialogue related to other academic subjects.</p> <p>1.3.4 Describe objects, self, and others in American Sign Language in simple terms with teacher guidance.</p> <p>1.3.5 Sign complete sentences with teacher guidance.</p> <p>1.3.6 Practice production, form and use of space in signing through copying a signed passage.</p>	<p>Standard 3 COMMUNICATION: Present in American Sign Language</p> <p>Learners present on a variety of topics in American Sign Language. (Presentational)</p> <p>2.3.1 Create and recite the following types of ASL literature: poetry, ABC stories, number stories, and handshape stories.</p> <p>2.3.2 Create and present skits involving dialogue about a variety of topics.</p> <p>2.3.3 Create and present skits involving dialogue related to other academic subjects.</p> <p>2.3.4 Describe location, places, and objects using a variety of classifiers.</p>	<p>Standard 3 COMMUNICATION: Present in American Sign Language</p> <p>Learners present on a variety of topics in American Sign Language. (Presentational)</p> <p>3.3.1 Recite folklore, lyrics, poetry and stories of American Sign Language and the related Deaf culture.</p> <p>3.3.2 Create and present skits involving dialogue and multiple characters about a variety of topics.</p> <p>3.3.3 Create and present skits or demonstrations involving other academic subjects.</p> <p>3.3.4 Create a story using classifiers.</p>	<p>Standard 3 COMMUNICATION: Present in American Sign Language</p> <p>Learners present on a variety of topics in American Sign Language. (Presentational)</p> <p>4.3.1 Create and recite folklore, lyrics, poetry and stories of American Sign Language and the related Deaf culture.</p> <p>4.3.2 Independently create and present skits involving dialogue and multiple characters about a variety of topics.</p> <p>4.3.3 Independently create and present skits or demonstration involving dialogue in other academic subjects.</p> <p>4.3.4 Create a story using classifiers in a variety of contexts.</p>

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<p>Standard 4 CULTURES: Develop awareness of deaf culture</p> <p>Learners examine, experience, and reflect on the relationships, practices, products and perspectives of Deaf culture</p> <p>1.4.1 Recognize basic practices of Deaf culture such as interactions among members of the Deaf community, attention getting strategies, eye contact, etc.</p> <p>1.4.2 Identify and explain products, perspectives, and practices of Deaf Culture in simple terms.</p> <p>1.4.3 Recognize local and national organizations within the Deaf Community.</p> <p>1.4.4 Examine factors that influence practices, products, and perspectives such as art work, history, visual/tactile technology, educational philosophy, etc.</p> <p>1.4.5 Recognize techniques that influence visual communication and visual learning styles.</p>	<p>Standard 4 CULTURES: Develop awareness of deaf culture</p> <p>Learners examine, experience, and reflect on the relationships, practices, products and perspectives of Deaf culture</p> <p>2.4.1 Research basic family and social practices of Deaf culture such as family structure, giving and receiving, cultural trends, etc.</p> <p>2.4.2 Describe products, perspectives, and symbols of Deaf culture.</p> <p>2.4.3 Describe factors that influence practices, products, and perspectives such as history, visual technology, economics, etc.</p> <p>2.4.4 Describe contributions from Deaf Culture such as closed captioning, football huddle, baseball umpire signals, technology, etc.</p> <p>2.4.5 Describe elements that shape cultural identity in Deaf culture.</p>	<p>Standard 4 CULTURES: Develop awareness of deaf culture</p> <p>Learners examine, experience, and reflect on the relationships, practices, products and perspectives of Deaf culture</p> <p>3.4.1 Investigate and report on cultural practices of the Deaf culture such as traditions, celebrations unique to Deaf culture.</p> <p>3.4.2 Research past and present products, perspectives, and symbols of Deaf culture.</p> <p>3.4.3 Research factors that influence practices, products, and perspectives such as history, visual technology, social issues, etc.</p> <p>3.4.4 Research the positive and negative implications among practices, products, and perspectives of Deaf culture.</p> <p>3.4.5 Research significant events unique to Deaf culture.</p> <p>3.4.6 Research elements that shape cultural identity in Deaf culture.</p>	<p>Standard 4 CULTURES: Develop awareness of deaf culture</p> <p>Learners examine, experience, and reflect on the relationships, practices, products and perspectives of Deaf culture</p> <p>4.4.1 Analyze and reflect on cultural practices of Deaf culture.</p> <p>4.4.2 Analyze and reflect on past and present products, perspectives, and symbols of Deaf culture.</p> <p>4.4.3 Analyze and reflect on factors that influence practices, products, and perspectives such as politics, social issues, etc.</p> <p>4.4.4 Analyze and reflect on the positive and negative implications among practices, products, and perspectives of Deaf culture.</p> <p>4.4.5 Analyze and reflect on the significance of events unique to deaf culture.</p> <p>4.4.6 Analyze and reflect on elements that shape cultural identity in Deaf culture.</p>

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<p>Standard 5 CONNECTIONS: Make connections to other content areas</p> <p>Learners use American Sign Language to expand their knowledge of and make connections among multiple content areas.</p> <p>1.5.1 Describe basic objects and concepts from other content areas in simple terms such as math, science, social studies, health.</p> <p>1.5.2 Integrate content area concepts and skills through relevant activities.</p>	<p>Standard 5 CONNECTIONS: Make connections to other content areas</p> <p>Learners use American Sign Language to expand their knowledge of and make connections among multiple content areas.</p> <p>2.5.1 Research and report on objects and concepts from other content areas.</p> <p>2.5.2 Research content area concepts and skills through relevant activities.</p>	<p>Standard 5 CONNECTIONS: Make connections to other content areas</p> <p>Learners use American Sign Language to expand their knowledge of and make connections among multiple content areas.</p> <p>3.5.1 Investigate and report on objects and concepts from other content areas.</p> <p>3.5.2 Integrate content area concepts and skills through relevant activities.</p>	<p>Standard 5 CONNECTIONS: Make connections to other content areas</p> <p>Learners use American Sign Language to expand their knowledge of and make connections among multiple content areas.</p> <p>4.5.1 Make connections with other content areas through resources intended for native signers.</p> <p>4.5.2 Design and share activities and materials that integrate American Sign Language and the related culture with concepts and skills from other content areas such as puzzles, games, mini-lessons, cadet teaching, etc.</p>

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<p>Standard 6 CONNECTIONS: Access and connect information through various visual media</p> <p>Learners strengthen language proficiency and cultural knowledge by using current digital media and other resources.</p> <p>1.6.1 Use digital visual media and other resources to build vocabulary.</p> <p>1.6.2 Use digital visual media and other resources to study Deaf culture.</p>	<p>Standard 6 CONNECTIONS: Access and connect information through various visual media</p> <p>Learners strengthen language proficiency and cultural knowledge by using current digital media and other resources.</p> <p>2.6.1 Use digital visual media and culturally authentic resources to build vocabulary and improve receptive language skills.</p> <p>2.6.2 Use digital visual media and culturally authentic resources to study Deaf culture.</p>	<p>Standard 6 CONNECTIONS: Access and connect information through various visual media</p> <p>Learners strengthen language proficiency and cultural knowledge by using current digital media and other resources.</p> <p>3.6.1 Use digital visual media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.</p> <p>3.6.2 Use digital visual media and culturally authentic resources to study Deaf culture.</p>	<p>Standard 6 CONNECTIONS: Access and connect information through various visual media</p> <p>Learners strengthen language proficiency and cultural knowledge by using current digital media and other resources.</p> <p>4.6.1 Use digital visual media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.</p> <p>4.6.2 Use digital visual media and culturally authentic resources to study Deaf culture.</p> <p>4.6.3 Identify and evaluate resources intended for native signers such as internet speed and captioning quality.</p>

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<p>Standard 7 COMPARISONS: Investigate the nature of language and culture</p> <p>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</p> <p>1.7.1 Recognize differences between linguistic properties and modalities of American Sign Language and English.</p> <p>1.7.2 Recognize the differences between American Sign Language with other signed languages.</p> <p>1.7.3 Recognize the different registers of American Sign Language such as formal and informal language.</p> <p>1.7.4 Recognize regional signs used by native signers.</p> <p>1.7.5 Recognize authenticity of American Sign Language resources.</p> <p>1.7.6 Recognize some daily living patterns of other cultures and the learner's own culture such as alert systems, technologies for communication, etc.</p>	<p>Standard 7 COMPARISONS: Investigate the nature of language and culture</p> <p>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</p> <p>2.7.1 Compare linguistic properties of American Sign Language and another language.</p> <p>2.7.2 Compare the differences between American Sign Language with other signed languages.</p> <p>2.7.3 Compare the different registers of American Sign Language such as formal and informal language.</p> <p>2.7.4 Compare regional signs used by native signers.</p> <p>2.7.5 Compare authenticity of American Sign Language resources.</p> <p>2.7.6 Compare some daily living patterns of other cultures and the learner's own culture such as alert systems, technologies for communication, etc.</p>	<p>Standard 7 COMPARISONS: Investigate the nature of language and culture</p> <p>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</p> <p>3.7.1 Compare and contrast linguistic properties of American Sign Language and other sign languages.</p> <p>3.7.2 Compare and contrast the differences between American Sign Language with other signed languages.</p> <p>3.7.3 Analyze the different registers of American Sign Language such as formal and informal language.</p> <p>3.7.4 Compare and contrast a variety of responses in familiar and unfamiliar social situations.*</p> <p>3.7.5 Compare the social patterns and values of other cultures and the learner's own culture and values.</p> <p>4.7.6 Compare the semantic meaning of ASL vocabulary.</p>	<p>Standard 7 COMPARISONS: Investigate the nature of language and culture</p> <p>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</p> <p>4.7.1 Compare and contrast linguistic properties of American Sign Language and other sign languages.</p> <p>4.7.2 Analyze the differences between American Sign Language with other signed languages.</p> <p>4.7.3 Analyze the different registers of American Sign Language such as formal and informal language.</p> <p>4.7.4 Incorporate a variety of contrasting registers in a signed performance.</p> <p>4.7.5 Hypothesize and compare outcomes of situations such as how to raise a Deaf child in terms of communication methodology and educational setting.</p> <p>4.7.6 Compare and analyze the semantic meaning of ASL vocabulary.</p>

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<p>1.7.7 Recognize contributions and influence from Deaf Culture such as closed captioning, football huddle, baseball umpire signals, texting, video phone, etc.</p>	<p>2.7.7 Compare contributions and influence from Deaf Culture such as closed captioning, football huddle, baseball umpire signals, texting, video phone, etc.</p> <p>2.7.8 Recognize the multiple meanings of an ASL word.</p>		

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<p>Standard 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</p> <p>Learners use their knowledge of American Sign Language and the related Deaf culture both within and beyond the school setting for personal enrichment and civic engagement.</p> <p>1.8.1 Share language and cultural experiences from the American Sign Language classroom within the school and/or community such as teaching basic vocabulary to friends and family, make simple presentations to family or friends using American Sign Language</p> <p>1.8.2 Recognize the use of American Sign Language in the learner’s community.</p> <p>1.8.3 Demonstrate evidence of becoming a life-long learner by using American Sign Language and cultural knowledge for personal enrichment such as watching movies in American Sign Language, visit a Deaf organization/event, video-pal connections with native signers</p>	<p>Standard 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</p> <p>Learners use their knowledge of American Sign Language and the related Deaf culture both within and beyond the school setting for personal enrichment and civic engagement.</p> <p>2.8.1 Use American Sign Language to teach basic vocabulary to friends and family, make simple presentations to family or friends using American Sign Language.</p> <p>2.8.2 Recognize and demonstrate the influences of the American Sign Language and/or Deaf culture on the community.</p> <p>2.8.3 Show evidence of becoming a life-long learner by using American Sign Language and cultural knowledge for personal enrichment through different forms of expression</p>	<p>Standard 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</p> <p>Learners use their knowledge of American Sign Language and the related Deaf culture both within and beyond the school setting for personal enrichment and civic engagement.</p> <p>3.8.1 Share language and cultural experiences from the American Sign Language classroom with others.</p> <p>3.8.2 Investigate and share with others the influences of American Sign Language and Deaf culture on the community.</p> <p>3.8.3 Show evidence of becoming a life-long learner by using American Sign Language and cultural knowledge for personal enrichment such as watching movies in American Sign Language, visit a Deaf organization/event, establish video-pal connections with native signers, research and present about a local and/or global need that is identified as authentic by Deaf culture.</p>	<p>Standard 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</p> <p>Learners use their knowledge of American Sign Language and the related Deaf culture both within and beyond the school setting for personal enrichment and civic engagement.</p> <p>4.8.1 Share language and cultural experiences from the American Sign Language classroom with others.</p> <p>4.8.2 Investigate and share with others the influences of American Sign Language and Deaf culture on the community.</p> <p>4.8.3 Show evidence of becoming a life-long learner by using American Sign Language and cultural knowledge for personal enrichment such as watching movies in American Sign Language, visit a Deaf organization/event, establish video-pal connections with native signers, research and present about a local and/or global need that is identified as authentic by Deaf culture.</p>

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<p>1.8.4 Research and present about a local and/or global need that is identified as authentic by Deaf culture.</p>	<p>2.8.4 Research and present about a local and/or global need that is identified as authentic by Deaf culture.</p> <p>2.8.5 Students identify and analyze social, economic, legislative, and institutional issues that effect and have affected the Deaf community, to include the role of organizations of the Deaf with respect to these issues.</p> <p>2.8.6 Recognize the diversity of individual opinions and preferences within the Deaf community related to current issues.</p>	<p>3.8.4 Recognize the practices of Audism.</p> <p>3.8.5 Recognize political and economic influence on the various aspects on the Deaf community.</p> <p>3.8.6 Compare and contrast the differences in diversity of individual opinions and preferences within the Deaf community related to current issues.</p>	<p>4.8.4 Analyze the practices of Audism</p> <p>4.8.5 Analyze political and economic influence on the various aspects on the Deaf community</p> <p>4.8.6 Students develop and propose solutions to issues and problems that are of concern to members of their own culture and to members of the Deaf culture.</p>