

Washington State Framework



| Kent School District | |
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| Course: American Sign Language I-II | Total Framework Hours up to: American Sign Language I-II 180 |
| CIP Code: 161603 <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory | Date Last Modified: January 30, 2013 |
| Career Cluster: Education and Training | Cluster Pathway: Professional Support Services |

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Demonstrate number and fingerspelling skills to teacher.
- Demonstrate ability to introduce self and close conversation with teacher.

Leadership Alignment:

Students will select leaders, establish goals, set incentives, sign up for jobs, track student participation and collection, and organize advertising for a fundraiser and/or charity drive

Standards and Competencies

ASL I-II
Unit 1: Elements of Basic Conversation

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| Competencies | Total Learning Hours for Unit: 70 |
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- Basic unit vocabulary
- Basic unit grammar (Positive, Negative, Y/N question and WH question) Basic unit culture
- Demonstrate number 1 to 20.
- Conversation: Introduction and Ending
- Demonstrate the production of alphabet and fingerspelling Demonstrate the prosody

Aligned Washington State Standards

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| Educational Technology | 1.2.1 Communicate and collaborate to learn with others. 1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures. |
| English Language Arts | SL--Comprehension and Collaboration (Standards 1, 2, 3) L--Knowledge of Language (Standard 3) L--Vocabulary Acquisition and Use (Standards 4, 5, 6) |

| COMPONENTS AND ASSESSMENTS | |
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| Performance Assessments: | |
| <ul style="list-style-type: none"> • With a peer, demonstrate a culturally appropriate interaction when meeting a deaf person for the first time. Students will record their performance, self-evaluate, and have the opportunity to improve their performance before final assessment by instructor. • Demonstrate number skills and fingerspelling skills to teacher. | |
| Leadership Alignment: | |
| <input type="checkbox"/> Students will partner with a peer to produce a conversation that is culturally appropriate when meeting a deaf person for the first time. Students will record their performance, self-evaluate, and have the opportunity to improve their performance before final assessment by instructor. | |
| <i>Standards and Competencies</i> | |
| ASL I-II | |
| Unit 2: Exchanging Personal Information | |
| Competencies | Total Learning Hours for Unit: 40 |
| <ul style="list-style-type: none"> • Basic unit vocabulary • Basic unit grammar • Basic unit culture • Demonstrate number 21-50 • Conversation: Exchanging personal information • Demonstrate the culture knowledge • Demonstrate asking for information | |
| <i>Aligned Washington State Standards</i> | |
| Educational Technology | 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others. 1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures. 2.2.1 Practice ethical and respectful behavior. 2.2.1 Develop skills to use technology effectively. 2.4.1 Formulate and synthesize new knowledge. |
| English Language Arts | SL--Comprehension and Collaboration (Standards 1, 2, 3) SL--Presentation of Knowledge and Ideas (Standards 4, 5, 6) L--Knowledge of Language (Standard 3) L--Vocabulary Acquisition and Use (Standards 4, 5, 6) |

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Demonstrate number skills to teacher.
- Students copy sign, memorize and record a videotaped story that includes directional functions.

Leadership Alignment:

- Students will access and evaluate information presented by individuals using the target language.

Standards and Competencies

ASL I-II

Unit 3: School Environment

Competencies

Total Learning Hours for Unit: 20

- Basic unit vocabulary
- Basic unit grammar (Topic-Comment)
- Basic unit culture
- Demonstrate number 51-100
- Demonstrate describing; the school environment
- Demonstrate asking for locations and giving directions
- Demonstrate the signer’s perspective and real world orientation
- Demonstrate the pronominal classifier
- Demonstrate the dominant and non-dominant

Aligned Washington State Standards

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| Educational Technology | 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others. 2.3.1 Select and use common applications. 2.4.1 Formulate and synthesize new knowledge. |
| English Language Arts | SL--Comprehension and Collaboration (Standards 1, 2, 3) SL--Presentation of Knowledge and Ideas (Standards 4, 5, 6) L--Knowledge of Language (Standard 3) L--Vocabulary Acquisition and Use (Standards 4, 5, 6) |

COMPONENTS AND ASSESSMENTS

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| Performance Assessments: | |
| <ul style="list-style-type: none"> • Students demonstrate cultural storytelling through the creation and performing of their own ABC or Number story. • Students record their own living situation for peer and teacher evaluation, incorporating negation in the information. | |
| Leadership Alignment: | |
| <input type="checkbox"/> Students will translate and present a signed performance (music, story, etc.) which is self-evaluated, then shared with other students who peer edit and/or offer feedback. | |
| Standards and Competencies | |
| ASL I-II | |
| Unit 4: Community Environment | |
| Competencies | Total Learning Hours for Unit: 50 |
| <ul style="list-style-type: none"> • Basic unit vocabulary • Basic unit grammar • Basic unit culture • Demonstrate the basic information of your living situation • Demonstrate the storytelling of ABC and numbers <input type="checkbox"/> Demonstrate the use of various negation | |
| Aligned Washington State Standards | |
| Educational Technology | 1.2.1 Communicate and collaborate to learn with others. 1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures. |
| English Language Arts | SL--Comprehension and Collaboration (Standards 1, 2, 3) SL--Presentation of Knowledge and Ideas (Standards 4, 5, 6) L--Knowledge of Language (Standard 3) L--Vocabulary Acquisition and Use (Standards 4, 5, 6) RST--Integration of Knowledge and Ideas (Standards 7, 8 9) |
| 21st Century Skills | |
| Check those that students will demonstrate in this course: | |

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| <p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others | <p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively | <p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others |
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