

CV Guarantee
(American Sign Language I)

Big Idea: Students will be able to greet and introduce themselves in the target language. Students will also be able to convey basic information about their living situation and be able to describe their homes using the target language. Students will also use spatial agreement to convey information about transportation to and from work, class and home.

Standard: Content 1.1 Students address discrete elements of daily life including:

1.1a Greetings and introductions

b. Family and friends

Communication Standard

2.0 Students use created language (sentences and strings of sentences).

2.1 Engage in written or signed (ASL) conversations.

2.2 Interpret written or signed information

2.3 Present to an audience of listeners

2.4 Initiate, or participate in, and close a conversation; ask and answer questions.

2.6 Produce and present a simple written or signed (ASL) product in a culturally authentic way.

Structures Standard

2.0 Students use sentence level elements (morphology and syntax) to understand concrete and factual topics.

2.1 Use sentence level elements (morphology and syntax) to produce informal communications.

Timeline: Fall Quarter 1

<p>Key Vocabulary: WHAT, WHO, WHERE, WHICH, NAME, COPY-me, IX-loc, HELLO, REMEMBER, FORGET, FINGERSPELL, NICE MEET-you, HOUSE, #APT, DORM, convey sense of size/age of dwelling, FINE, SO-SO, #OK, LIKE, DETEST, HOW, COME-here, WHERE, LIVE, GO-TO, RIDE-IN, WALK, WITH, WORK, HOME, CLASS, ALWAYS, SOMETIMES, NEVER, HOW, HOW-MANY, LIVE ALONE, LIVE WITH, CAT, #DOG, BIRD, FISH, RABBIT, HAVE, NONE, PEOPLE, ANIMAL, fs-PET.</p> <p>Spatial agreement, orientation of signs, basic and contrastive sentence structure, noun, verb, and Wh-questions.</p> <p>Facial markers: “cha”, “mm”, “oo”, “cs”</p>		<p>Vocabulary Activities: video examples, teacher modeling, peer review, create and perform sentences, engage in signed conversations with peers, drawing a map to represent space and skits.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can describe my living arrangements.</p> <p>I can explain where I live and what my home looks like.</p> <p>I can describe modes of transportation used for specific times of the day.</p>	<p>I can compare destinations in a spatial map between home and work to accurately convey distance.</p>	<p>I can perform a short signed description of my pets and their appearance.</p> <p>I can conduct a signed conversation with a peer about personal information.</p>	<p>I can correctly produce a signed sentence with contrastive structure.</p> <p>I can write basic and WH-word question sentences in the target language.</p> <p>I can model how to properly introduce oneself.</p>
<p>Resources: Signing Naturally Units 1-6- A Basic Course in ASL 2018-19</p>			

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<p>Big Idea: Students will gain an understanding of the basic anatomy and physiology of hearing loss and the technology which accompanies various types of hearing loss. Students will understand how technology and products accommodate members of the community on a daily basis.</p>			
<p>Standard: Content Standard 2.1 n,o and 3.1 n,o. Students address topics related to self and the immediate environment including health and medical care, technological advances and innovation. Students address concrete and factual topics related to the immediate and external environment including cultural differences in healthcare as well as the effects of technology on the modern world.</p>		<p>Timeline: Fall Quarter 1</p>	
<p>Key Vocabulary: Cochlear implant, hearing aids, baha hearing aid, fm systems, conductive hearing loss, sensorineural hearing loss, assistive devices, audiogram.</p>		<p>Vocabulary Activities: Labeling diagrams, presenting information on assistive devices, matching games, virtual tour through the Oregon Museum of Science and Industry.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify what technological equipment would be most beneficial for specific types of hearing loss.</p> <p>I can select multiple assistive devices tailored to the specific needs of individuals in a case study.</p>	<p>I can compare the anatomy and physiology of conductive hearing loss vs. sensorineural hearing loss.</p> <p>I can evaluate the positives and negatives of the cochlear implant process and factors which affect user ability.</p>	<p>I can investigate newer models of hearing aids and assistive devices to determine the benefits and drawbacks of improvements made on products.</p>	<p>I can draw and label the basic anatomy of an ear.</p>
<p>Resources: www.Dangerousdecibals.org, Signing Naturally textbook series, lecture, and PowerPoint.</p>			

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<p>Big Idea: Students will produce correct number forms, focusing on palm orientation and movement for numbers 0-100.</p>			
<p>Standard: Content 1.1 students address discrete elements of daily life including numbers.</p> <p>Communication 1.4 students can list, name, identify and enumerate.</p>		<p>Timeline: Fall Quarter 2</p>	
<p>Key Vocabulary: numbers 1-100, palm orientation, pacing, pattern movement, “small number twist to larger number, larger number twist down to smaller number”</p>		<p>Vocabulary Activities: PowerPoint and video, model numbers for each other, count off as a class, small group activity signing numbers and fingerspelling numbers.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify numbers 1-100.</p> <p>I understand the palm orientation for numbers 1-100.</p> <p>I can explain the movement rules for numbers 1-100.</p>	<p>I can compare numbers and analyze the differences within the rule patterns for numbers 1-100.</p>	<p>I can perform numbers 1-100 correctly.</p>	<p>I can represent various objects with a number between 1-100.</p> <p>I can model numbers 1-100 correctly for a classmate.</p>
<p>Resources: A Basic Course in American Sign Language.</p>			

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Big Idea: Analyze/Perform who/what/how questions in target language.			
<p>Standard:Communication:2.3 Present to an audience of listeners, readers, or ASL viewers.</p> <p>Functions 2.4 Initiate, participate in, and close a conversation; ask and answer questions</p> <p>Cultures:2.0 Students choose an appropriate response to a variety of situations.</p> <p>2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.</p>		<p>Timeline:Semester end 2nd quarter</p>	
<p>Key Vocabulary: Subject-verb agreement, use of space, myth, tradition, role shifting, descriptive/instrumental/body part classifiers. Logical order of events.</p>		<p>Vocabulary Activities: Exposure to proficient signers demonstrating WH question in video. Gain an understanding of interacting with others by asking WH questions through viewing video. Model and practice different types of classifiers in question form.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can understand cultural traditions relating to gaining information through questions.</p> <p>I can identify aspects of interactions with Deaf people.</p>	<p>I can predict a logical order of events within a conversation.</p> <p>I can evaluate use of space and apply it to deeper layers of meaning within a conversation.</p> <p>I can summarize the main idea, characters in a signed conversation.</p>	<p>I can perform clear role shifts, maintain subject-verb agreement and use of space.</p> <p>I can perform descriptive, instrumental, and body part classifiers to enhance a conversation making it full and rich.</p>	<p>I can display types of classifiers.</p> <p>I can translate between languages at the sentence and paragraph level by choosing appropriate signs.</p>
<p>Resources: California Department of Education-Clearinghouse for Multilingual A Basic Course in American Sign YouTube Deaf Professional Arts Network-Dpan.com</p>			

CV Guarantee ASL I

Big Idea: Students will refine basic comprehension of ASL through video translation and practice.			
<p>Standard: Content-2.1 Students address topics related to self and the immediate environment, including:</p> <ul style="list-style-type: none"> a. Social relationships b. People in the community c. Zoo and farm animals, fables d. Care of the home, interacting with people in the community <p>Communication-2.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>2.2 Interpret written, spoken, or signed (ASL) language.</p>		<p>Timeline:</p> <p>Spring Quarter 3</p>	
<p>Key Vocabulary: Car, Bicycle, #bus, Train/subway, Motorcycle, Ride-in, Walk, Work, Home, class, Always, Sometimes, Never, Minute, Hour, Come-here, Go-to, Come-to. Wh questions including: Who, What, Where, How, How-many minutes and much more.</p>		<p>Vocabulary Activities: PowerPoint (Direct Instruction/whole group), Partners Practice, Map Activity, Receptive Video.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words,</p>	<p>Differentiate when to use "how" and "how many".</p> <p>Analyze the conceptual complexity of "bear through something".</p> <p>Build a sentences with directional verbs.</p>	<p>Use space and expressions appropriately when signing directional verbs and locations.</p> <p>Respond to prompt using directional verbs.</p>	<p>Maps</p> <p>Narrative paragraph (p. 70)</p> <p>Written summaries</p> <p>Signed conversations</p>

phrases, simple sentences, and questions.		Translate W/H and directional sentences to sign. Interpret excerpts that utilize w/h, directional, and travel vocabulary as part of receptive practice.	
Resources: Signing Naturally unit 1-4			

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Big Idea: Students will produce correct number forms, focusing on palm orientation and movement for numbers 0-100.

address-dates-math addition, subtraction-age-time

Standard: Content 1.1 students address discrete elements of daily life including numbers.

- f. Calendar, seasons, and weather
- i. School, classroom, schedules, subjects, numbers, time, directions
- j. Important dates in the target culture
- m. Shopping, clothes, colors, and sizes

Communication

1.0 Students use formulaic language (learned words, signs [ASL], and phrases).

1.1 Engage in oral, written, or signed (ASL) conversations.

1.2 Interpret written, spoken, or signed (ASL) language.

Functions

1.4 List, name, identify, and enumerate.

1.5 Identify learned words, signs (ASL), and phrases in authentic texts

1.4 students can list, name, identify and enumerate.

Timeline: Spring Quarter 4

Key Vocabulary: numbers 1-100, palm orientation, pacing, pattern movement, "small number twist to

Vocabulary Activities: PowerPoint and video, model numbers for each other, count off as a

larger number, larger number twist down to smaller number”		class, small group activity signing numbers and fingerspelling numbers.	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify numbers 1-100.</p> <p>I understand the palm orientation for numbers 1-100.</p> <p>I can explain the movement rules for numbers 1-100 for address, dates, math addition, subtraction, age, time</p>	<p>I can compare numbers and analyze the differences within the rule patterns for numbers 1-100 for address, dates, math addition, subtraction, age, time.</p>	<p>I can perform numbers 1-100 for address, dates, math addition, subtraction, age, time correctly.</p>	<p>I can represent various objects with a number between 1-100 for address, dates, math addition, subtraction, age, time.</p> <p>I can model numbers 1-100 correctly for a classmate for address, dates, math addition, subtraction, age, time.</p>
<p>Resources: Signing Naturally 1-6</p>			

CV Guarantee
American Sign Language I

Big Idea: Students are able to produce a created story/ fable in the target language and are able to understand another student signing their story

Standard: Content

1.1 Students address discrete elements of daily life, including: c. Pets

Stage II 2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

2.1 Students address topics related to self and the immediate environment, including:

c. . Zoo and farm animals, fables

3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

3.1 Students address concrete and factual topics related to the immediate and external environment, including:s c. Animals and their habitats

Communication

Stage I 1.0 Students use formulaic language (learned words, signs [ASL], and phrases).

1.1 Engage in oral, written, or signed (ASL) conversations.

1.2 Interpret written, spoken, or signed (ASL) language.

1.3 Present to an audience of listeners, readers, or ASL viewers. Functions

1.4 List, name, identify, and enumerate.

1.5 Identify learned words, signs (ASL), and phrases in authentic texts.

1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Timeline: Spring Quarter 4

<p><u>Structure</u> Stage I 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p>			
<p>Key Vocabulary: Calendar signs, past, present and future tense signs. Places outside the home. Directional vocabulary, chores, opinions, and conjunctions. Different types of classifiers, descriptive, locative, body part classifiers. Role shifting.</p>		<p>Vocabulary Activities: PowerPoint and video, model signs for each other, In this project is directed at the compilation of learning over the 2nd semester. Students learn to create a story in a concise presentation and incorporate the vocabulary and grammar presented in the semester. Role shifting in story telling.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify signed conversation related to pets and challenges that might happen.</p> <p>I understand what others are signing regarding.</p> <p>I can explain the what the other signed.</p>	<p>I can compare and analyze the differences within the rule patterns for a fictitious story and an authentic signed story.</p>	<p>I can perform a created story, that I am assigned and be able to verbalize the story from the target language ASL to verbal English.</p>	<p>I can design a story in ASL and translate a story another student signs to me. I am able to identify the difference between a false story and a true story.</p>
<p>Resources: Signing Naturally 1-6</p>			