

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.

<p>Standard: Content 1.1 Students address discrete elements of daily life including:</p> <p>1.1a Greetings and introductions</p> <p>b. Family and friends</p> <p>Communication Standard</p> <p>2.1 Engage in written or signed (ASL) conversations.</p> <p>2.2 Interpret written or signed information</p> <p>2.3 Present to an audience of listeners</p> <p>2.4 Initiate, or participate in, and close a conversation; ask and answer questions.</p> <p>2.6 Produce and present a simple written or signed (ASL) product in a culturally authentic way.</p> <p>Structures Standard</p> <p>2.0 Students use sentence level elements (morphology and syntax) to understand concrete and factual topics.</p> <p>2.1 Use sentence level elements (morphology and syntax) to produce informal communications.</p>		<p>Timeline: Fall Quarter 1</p>	
<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,</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. Spatial agreement, orientation of signs, basic and contrastive sentence structure, noun, verb, and Wh-questions.</p> <p>Facial markers: "cha", "mm", "oo", "cs"</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</p>			

CV Guarantee
American Sign Language I

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.

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.

Timeline: Fall Quarter 1

Key Vocabulary: Cochlear implant, hearing aids, fm systems, conductive hearing loss, sensorineural hearing loss, assistive devices, audiogram.

Vocabulary Activities: Labeling diagrams, presenting information on assistive devices, matching games, virtual tour through the Oregon Museum of Science and Industry.

Knowledge

Reasoning

Performance Skills

Product Examples

I can identify what technological equipment would be most beneficial for specific types of hearing loss.

I can select multiple assistive devices tailored to the specific needs of individuals in a case study.

I can compare the anatomy and physiology of conductive hearing loss vs. sensorineural hearing loss.

I can evaluate the positives and negatives of the cochlear implant process and factors which affect user ability.

I can investigate newer models of hearing aids and assistive devices to determine the benefits and drawbacks of improvements made on products.

I can draw and label the basic anatomy of the ear.

Resources: www.Dangerousdecibals.org, Signing Naturally textbook series, lecture, and PowerPoint.

CV Guarantee American Sign Language I

Big Idea: Students will produce correct number forms, focusing on palm orientation and movement for numbers 1-100.

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

Communication 1.4 students can list, name, identify and enumerate.

Timeline: Fall Quarter 2

Key Vocabulary: numbers 1-100, palm orientation, pacing, pattern movements, twisting and rocking, HOW-MANY, MINUS, ZERO, HAVE, PLUS.

Vocabulary Activities: PowerPoint and video, model numbers for each other, count off as a class, Yahtzee, Money identifiers in cents and manipulate and count objects.

Knowledge

I can identify numbers 1-100.

I understand the palm orientation for numbers 1-100.

I can explain the movement rules for numbers 1-9.

Reasoning

I can compare numbers and analyze the differences within the rule patterns for numbers 1-19, 20 & 22, and 21, 23-29, tens, elevens. Time, money, age, cardinal and ordinal numbers.

Performance Skills

I can perform numbers 1-100 correctly.

Product Examples

I can represent various objects with a number between 1-100.

I can model numbers 1-9 correctly for a classmate.

I can produce questions asking "How many", "How old", "What time"

I can produce questions and give answers with addition and subtraction problems.

Resources: A Basic Course in American Sign Language Ch. 1-6, ASL That! .

Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

Goal

- Students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures in order to function in real-world situations, academic and career-related settings.

Novice	Intermediate	Advanced	Superior
WL.CN2.N Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics primarily in the target language from age-appropriate authentic materials from the target cultures.	WL.CN2.I Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.	WL.CN2.A Research and explain diverse perspectives and distinctive viewpoints on topics of general public interest in the target language through authentic materials from the target cultures.	WL.CN2.S Research, analyze, discuss and hypothesize in the target language about diverse perspectives and distinctive viewpoints on topics ranging from broad general interests, to unfamiliar, abstract and hypothetical areas of specialized professional and academic language through authentic materials from the target cultures.

CV Guarantee
ASL 1

<p>Big Idea: Students will focus on contrastive structure, possessive pronouns, and negative sentences when discussing immediate family in the target language.</p>			
<p>Standard:</p> <p>Structures Standard 2.2 Identify similarities and differences in the sentence-level elements</p> <p>Content Standard 1.1 Address elements in daily life, including:</p> <p>b. Family and Friends</p> <p>2.1 Address topic related to self and the immediate environment, including:</p> <p>a. Social relationships</p>		<p>Timeline: Fall end of Quarter 2</p>	
<p>Key Vocabulary: BOY+FRIEND, GIRL+FRIEND, BOY, GIRL, WANT, NOT-WANT, MAYBE, HUSBAND, WIFE, MOTHER, FATHER, MOTHER+FATHER, FAMILY, DAUGHTER, SON, CHILDREN, BROTHER, SISTER, BROTHER+SISTER, TWINS, LEAVE-FOR.</p>		<p>Vocabulary Activities: Lecture, teacher modeling, receptive video practice, partner and small group practice, grammar practice, skits depicting life events.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can describe my relationship to members in my family as well as their relationship to each other.</p> <p>I can explain life events in a particular relationship.</p> <p>I can identify a possessive pronoun vs. a personal pronoun.</p>	<p>I can compare members of my family using contrastive structure.</p> <p>I can evaluate negative sentences on video and identify the correct negative sign choice.</p>	<p>I can observe a peer's signed dialogue and respond appropriately.</p> <p>I can collect data based on a family's history and make inferences.</p>	<p>I can model correct sentence structure for a peer.</p> <p>I can write sentences in English and translate them to ASL correctly.</p>
<p>Resources: A Basic Course American Sign Language Chapter 1-10</p>			

Aug 12, 2024

CV Guarantee
(American Sign Language I)

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.

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

- 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

Communication-2.1 Engage in oral, written, or signed (ASL) conversations.

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

Timeline:

Spring Quarter 3

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.

Vocabulary Activities: PowerPoint (Direct Instruction/whole group), Partners Practice, Map Activity, Receptive Video.

Knowledge

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, phrases, simple sentences, and questions.

Reasoning

Differentiate when to use "how" and "how many".
Analyze the conceptual complexity of "bear through something".
Build sentences with directional verbs.

Performance Skills

Use space and expressions appropriately when signing directional verbs and locations.
Respond to prompts using directional verbs.
Translate W/H and directional sentences to sign.
Interpret excerpts that utilize w/h, directional, and travel vocabulary as part of receptive practice.

Product Examples

Maps
Narrative paragraph (p. 70)
Written summaries
Signed conversations

Resources: Signing Naturally unit 1-4

Aug 12, 2024

CV Guarantee
American Sign Language I

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 larger number, larger number twist down to smaller number"

Vocabulary Activities: PowerPoint and video, model numbers for each other, count off as a class, small group activity signing numbers and fingerspelling numbers.

Knowledge

Reasoning

Performance Skills

Product Examples

I can identify numbers 1-100.
I understand the palm orientation for numbers 1-100.
I can explain the movement rules for numbers 1-100 for address, dates, math addition, subtraction, age, time

I can compare numbers and analyze the differences within the rule patterns for numbers 1-100 for address, dates, math addition, subtraction, age, time.

I can perform numbers 1-100 for address, dates, math addition, subtraction, age, time correctly.

I can represent various objects with a number between 1-100 for address, dates, math addition, subtraction, age, time.
I can model numbers 1-100 correctly for a classmate for address, dates, math addition, subtraction, age, time.

Resources: Signing Naturally 1-6

CV Guarantee
American Sign Language 2

Big Idea: Students are able to produce conversation in the target language and are able to understand another student singing.			
<p>Standard: 2.1 Students address topics related to self and the immediate environment, including: a. Social relationships b. People in the community</p> <p>d. Care of the home, interacting with people in the community</p> <p>i. Curricular and extracurricular interests and events</p> <p>o. Technological advances and innovation</p> <p><u>Communication</u></p> <p>2.0 Students use created language (sentences and strings of sentences).</p> <p>2.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>2.2 Interpret written, spoken, or signed (ASL) language.</p> <p>Functions</p> <p>2.4 Initiate, participate in, and close a conversation; ask and answer questions.</p> <p>2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.</p> <p><u>Structure</u></p> <p>2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.</p>		<p>Timeline: Fall Quarter 1</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, follow guided conversation as well as demonstrate the ability to create dialogues of a personal nature.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify signed conversations related to people and challenges that might happen. I can explain what the other person signed and identify errors in grammatical/facial expression.</p>	<p>I can compare and analyze the differences within the rule patterns for an authentic signed story.</p>	<p>I can perform a 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, Learning American Sign Language level 2</p>			

CV Guarantee
ASL 2

<p>Big Idea: Students will know how to recognize and use yes/no questions and rhetorical questions as well as give directions to places located at or near corner/intersection.</p>			
<p>Standard:</p> <p>Content Standard 1.1 Students address discrete elements of daily life, including:</p> <p>d. Home and Neighborhood</p> <p>h. ...maps, destinations, and geography</p> <p>Structure Standard 3:0 Students use knowledge of text structure to understand topics related to the external environment.</p> <p>3:1 Use paragraph-level discourse (text structure) to produce formal communications.</p> <p>3:2 Identify the similarities and differences in the paragraph-level discourse (text-structure) of the languages the students know.</p> <p>Setting Standard 1.0 Students use language in highly predictable common daily settings.</p>		<p>Timeline: Fall Quarter 2</p>	
<p>Key Vocabulary: affirmative, negative, horizontal map orientation, signer perspective, weak hand as reference point, next to, across from corner, facial markers "cs" & "ah".</p>		<p>Vocabulary Activities: Teacher modeling, Video, 20 questions game.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>Identify different structures of a yes/no question/rhetorical question. Recognize the different facial grammar of a yes/no question and a rhetorical question.</p>	<p>Classify when it is appropriate to use either yes/no</p> <p>Evaluate the accuracy of peers attempt at structure and facial grammar</p>	<p>Structures the question to indicate whether the question is yes/no or rhetorical</p> <p>Uses facial grammar to indicate whether the question is yes/no or rhetorical</p>	<p>Create a map with streets and businesses and use in conjunction with performance skills</p>
<p>Resources: Signing Naturally Unit 9:5</p>			

CV Guarantee
American Sign Language 2

<p>Big Idea: Students are able to produce signed descriptions of a job, give details of what work they do or did and what hours are worked in a succinct manner.</p>			
<p>Content 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: a. Social relationships b. People in the community d. Care of the home, interacting with people in the community k. Professions and the working world l. Cuisine and recipes n. Health, medical care Communication 2.0 Students use created language (sentences and strings of sentences). 2.1 Engage in oral, written, or signed (ASL) conversations. 2.2 Interpret written, spoken, or signed (ASL) language. Functions 2.4 Initiate, participate in, and close a conversation; ask and answer questions. 2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.</p>		<p>Timeline: Spring Quarter 3</p>	
<p>Key Vocabulary: Occupation, profession, agent suffix rhetorical questions, UNDERSTAND, GET-REGULARLY, WELD, PAINT, INTERPRET, DANCE, COUNSEL, FARM, FIX-CAR, SECRETARY, NURSE, PRINCIPAL, DENTIST, BOSS, EARN, BENEFITS, INSURANCE, DEDUCTIONS, RAISE, PRIEST, PREACHER, RABBI, APPLY, SWITCH-OVER (transfer), IN-JAIL, INVITE, GRASS, FEED, CHECK(pay), DEPOSIT, STRAIGHT, RETIRED, DIFFERENT-THINGS, SWELL,(cool), STEAL.</p>		<p>Vocabulary Activities: PowerPoint and video, model signs for each other.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify signed conversations related to pets and challenges that might happen.</p> <p>I understand what others are signing regarding.</p> <p>I can explain what the others signed.</p>	<p>I can compare and analyze the differences within the rule patterns for a job description and events related to working, pay and retirement.</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 resume in ASL and translate a job history a student signs to me.</p>
<p>Resources: Learning American Sign Language chapter 21</p>			

CV Guarantee
(American Sign Language2)

<p>Big Idea: Students are able to produce conversation in the target language and are able to understand native authentic signers. First 15 minutes of Bird of a Feather vocabulary included.</p>			
<p>Standards Content Stage III</p> <p>3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p>Communication</p> <p>Stage III 3.0 Students use planned language (paragraphs and strings of paragraphs).</p> <p>3.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>3.2 Interpret written, spoken, or signed (ASL) language.</p> <p>3.5 Demonstrate understanding of the main idea and key details in authentic texts.</p> <p>3.6 Produce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p> <p>Cultures Stage III</p> <p>3.1 Use products, practices, and perspectives in culturally appropriate ways.</p> <p>3.2 Verify similarities and differences in the target cultures and between students' own cultures.</p>		<p>Timeline: Spring quarter 3</p>	
<p>Key Vocabulary:EAGLE, SHOCK, CONCERN, 6 MONTHS UPSET, STAY-POSITIVE, TOUGH, PRIEST, TRAIN HUGE-CROWD, GOD, STILL, BIBLE, NATIVE, INDIAN SHAMEN, TRY, SURGERY, EXPENSIVE, AFFORD, DEPRESSED, (ENT)DR EMPTY-SEAT, YOUNG, SKILLED JOB, FUTURE, UPSET, BLEW-TOP, BALL-OUT, TOO-LOW POOR, HUNT, VOC(?), TRAINING, ANIMALS, ROCKET FAST, WONDERFUL, RABBIT, FAKE, AWFUL, GRADUATION-DAY, DIPLOMA, MAJOR</p>		<p>Vocabulary Activities: PowerPoint and video, model signs for each other, follow guided conversation as well demonstrate the ability to create dialogues of a personal nature.</p>	
<p>Knowledge</p> <p>I can identify signed conversations related to people and challenges that might happen. I understand the perspective of another person signing. I can explain what the other person signed and identify errors in grammatical/facial expression.</p>	<p>Reasoning</p> <p>I can compare and analyze the differences within the rule patterns for an authentic signed story.</p>	<p>Performance Skills</p> <p>I can perform through ASL, a story that I am assigned and be able to verbalize the story from the target language ASL to verbal English.</p>	<p>Product Examples</p> <p>I can watch a native signer use ASL and explain what I see and tell you what they signed.</p>
<p>Resources: Signing Naturally level 2 Ch 13 and Literature series Bird of a Feather.</p>			

CV Guarantee
ASL 2

Big Idea: Students will create a story and perform through target language in a concise presentation and incorporate the vocabulary and grammar presented in the semester.

Standard Content

1.1 Students address discrete elements of daily life, including: Home and neighborhood-. Vacations and travel, maps, destinations, and geography-Food, meals, restaurants

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: Transportation, lodging, itineraries, geographic features and landmarks-Curricular and extracurricular interests and events

3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 3.1 Cultural, historical, and geographic aspects of travel i. Curricular and extracurricular subjects

Communication

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

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

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

2.3 Present to an audience of listeners, readers, or ASL viewers

Structure Stage II

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

2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.

2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) of the languages the students know.

Timeline: Spring Quarter end of year

Key Vocabulary: phrases for activities, events, short trips and money numbers.		Vocabulary Activities: Teacher modeling, research in class. Present a specific point of view related to deaf people and the choice to have cochlear implant surgery.	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>Able to present target language as if relaxed, knows the signs and ASL word order without hesitation.</p> <p>I can sign to the class the highlights and exciting things that we will be doing as a group once we arrive at our destination.</p>	<p>I can provide a visual presentation to “see” where we are going – PowerPoint or Slide presentation with images from the web. I can share or send my presentation to others through technological media.</p>	<p>I can sign time first with most of the translations. ASL word order is correct with minimal English word order.</p> <p>I can budget for this trip. I can plan an itinerary for the class – we are going with you! You are the person who will tell us all about where we are going: How are we getting there? Where will we stay? What will we see when we get there?</p>	<p>I can pick a destination in the world where I have an interest in going.</p> <p>I can investigate via the internet real places and forms of transportation.</p>
<p>Resources:Articles, YouTube -DCMP Sound and Fury documentary. PBS Sound and Fury website related to the cochlear debate. FDA risks and benefits to the Cochlear implant.</p>			