



## Auburn School District

# American Sign Language I

**Total Framework Hours up to: 180**

**CIP Code: 161603**    **Exploratory**    **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Education and Training**

**Career Pathway: Social and Personal Services**

### Power Standards

- PS 1: Demonstrate the ability to introduce self in a culturally appropriate manner
- PS 2: Exchange personal information
- PS 3: Relate information about surroundings
- PS 4: Share information about where student lives
- PS 5: Express information about family
- PS 6: Explore career options for individuals with American Sign Language skills.

### Unit Outline

	<u>Hours</u>
Unit 1: Introduction to ASL Interpretation and Introducing Oneself	35
Unit 2: Exchanging Personal Information	30
Unit 3: Talking About Surroundings	30
Unit 4: Telling Where You Live	35
Unit 5: Talking About Family	35
Unit 6: Careers Using ASL	<u>15</u>
<b>Total Hours</b>	<b>180</b>

## UNIT 1 Introduction to ASL Interpretation and Introducing Yourself

### Performance Assessments:

Deaf Awareness Quiz

Unit 1 & Unit 2 Knowledge Test (ABC/SN-1)

Unit 1 & Unit 2 Receptive Test (ABC/SN-1)

Unit 1 & Unit 2 Expressive Test (ABC/SN-1)

Tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL I level

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

3.A.5 Communicate effectively in diverse environments (including multi-lingual)

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 1: Demonstrate the ability to introduce self in a culturally appropriate manner

#### Competencies

**Total Learning Hours for Unit: 35**

1.1 Learn & master SN-1 Vocabulary

1.2 Recognize differences between SEE, PSE, ASL (Sign Language Continuum)

1.3 Understand and use Non-Manual Grammatical Signals

1.4 Learn and use ASL Sentence Types (Y/N-Q, WH-Q, Pos, Neg)

1.5 Understand and use Sign Parameters

1.6 Learn & Demonstrate Dominant/Non-Dominant Hand use

1.7 Memorize & demonstrate the Manual Alphabet (Fingerspelling)

1.8 Memorize & demonstrate Cardinal Numbers 1-15

1.9 Observe unit-specific language by native signers

1.10 Learn & master ABC-1 Vocabulary

1.11 Learn & apply Personal Pronouns (singular and plural)

1.12 Understand and demonstrate how to use predicate adjectives with Personal Pronouns(PP+ADJ+PP or ADJ+PP)

1.13 Learn & use ASL GLOSS

1.14 Learn to avoid Repetitive Motion Injuries (Groode 1-2) and other occupational hazards

1.15 Introduce basic interpreting skills (English to ASL, ASL to English)

### ALIGNED WASHINGTON STATE STANDARDS

#### Communications

SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

#### COMMON CORE

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by

<p><b>Speaking and Listening Standards</b></p>	<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul> <p>SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p><b>Health and Fitness</b></p>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <ul style="list-style-type: none"> <li>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</li> <li>1.1.5 Applies and/or evaluates understanding of movement concepts.</li> <li>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</li> <li>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</li> <li>1.2.4 Analyzes safety and the importance of fitness in the work environment.</li> <li>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</li> </ul>
<p><b>Reading COMMON CORE</b></p> <p>ENGLISH LANGUAGE ARTS &amp; Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p><b>Social Studies</b></p>	<p>4.3 Understands that there are multiple perspectives and interpretations of historical events.</p> <p>4.4 Uses history to understand the present and plan for the future</p> <p>5.1 Uses critical reasoning skills to analyze and evaluate positions.</p>
<p><b>Writing COMMON CORE</b></p> <p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in</li> </ul>

	<p>which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><b>Language Standards</b>  <b>COMMON CORE</b>  ENGLISH LANGUAGE ARTS &amp; Literacy in History/Social Studies, Science, and Technical subjects,</p>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p><b>World Languages</b></p>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture though comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 2 Exchanging Personal Information

### Performance Assessments:

COPY-SIGN "EAGLE & SQUIRREL"

Unit 3 & Unit 4 Knowledge Test (ABC/SN-2)

Unit 3 & Unit 4 Receptive Test (ABC/SN-2)

Unit 3 & Unit 4 Expressive Test (ABC/SN-2)

Watch videos in ASL and retell or answer comprehension questions.

Sign a personal autobiography including their own language backgrounds, likes and dislikes, living situations (who with, where, what type of housing), and school/work information.

DAMIAN (Interactive Dialog)

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

7.B.1 Incorporate feedback effectively

7.B.2 Deal positively with praise, setbacks and criticism

7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

9.A.1 Know when it is appropriate to listen and when to speak

9.A.2 Conduct themselves in a respectable, professional manner

10.A.2 Prioritize, plan and manage work to achieve the intended result

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 2: Exchange personal information

#### Competencies

Total Learning Hours for Unit: 30

- 2.1 Learn & master SN-2 Vocabulary
- 2.2 Learn how to Identify people based on basic physical descriptions, activities, or locations
- 2.3 Learn vocabulary for local colleges/universities/schools and incorporate them into basic conversations
- 2.4 Memorize & demonstrate Cardinal Numbers 16-30
- 2.5 Introduce cultural/historical component: "Deaf President Now"
- 2.6 Observe unit-specific language by native signers
- 2.7 Learn & master ABC-2 Vocabulary
- 2.8 Learn & apply Possessive Pronouns (singular and plural)
- 2.9 Understand and demonstrate how to use identifying Nouns with Personal & Possessive Pronouns (PP+N+PP or N+PP)
- 2.10 Understand and demonstrate how to use two third-person pronouns
- 2.11 Discuss use of the AGENT suffix with vocabulary
- 2.12 Introduce cultural/historical component: Gallaudet/Clerc (DH-1)
- 2.13 Practice basic interpreting skills (English to ASL, ASL to English)
- 2.14 Learn & master ABC-3 Vocabulary
- 2.15 Learn & use SVO, SVOS, OSV structures
- 2.16 Learn & apply Topic-Comment use with OSV structures
- 2.17 Learn how to use Adjectives with SVO, SVOS, OSV
- 2.18 Learn & practice using SASS Classifiers
- 2.19 Introduce cultural/historical component: Causes of deafness (DH-11)

**ALIGNED WASHINGTON STATE STANDARDS**

<b>Communications</b>  <b>COMMON CORE Speaking and Listening Standards</b>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<b>Health and Fitness</b>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<b>Reading</b> <b>COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Writing</b> <b>COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or</p>

	<p>technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Language Standards COMMON CORE</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 3 Talking About Surroundings

### Performance Assessments:

INTRODUCTION PROJECT

RECEPTIVE TRANSLATION- "TWO NEW FRIENDS"

Unit 5 & Unit 6 Knowledge Test (ABC/SN-3)

Unit 5 & Unit 6 Receptive Test (ABC/SN-3)

Unit 5 & Unit 6 Expressive Test (ABC/SN-3)

After studying ASL Storytelling, students will create their own story in ASL using correct grammatical and cultural components. Students will work in small groups to develop and prepare their stories as well as give feedback (peer evaluation) and support so that each student is able to produce their best work. Final stories are performed for the class and members from the Deaf community

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 1.A.1 Use a wide range of idea creation techniques (such as brainstorming)
- 1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)
- 1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- 1.B.1 Develop, implement and communicate new ideas to others effectively
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 3: Relate information about surroundings

#### Competencies

**Total Learning Hours for Unit: 30**

- 3.1 Learn & master SN-3 Vocabulary
- 3.2 Learn & use Non-Manuals for Distance
- 3.3 Learn & use Spatial Agreement
- 3.4 Learn & use Real-World Orientation & Signer's Perspective
- 3.5 Learn & use Reference Points
- 3.6 Memorize & demonstrate Ordinal Numbers 1<sup>st</sup> – 9<sup>th</sup>
- 3.7 Introduce cultural/historical component: Deaf Education Options "For a Deaf Son"
- 3.8 Observe unit-specific language by native signers

### ALIGNED WASHINGTON STATE STANDARDS

#### Communications

- SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas,



<b>COMMON CORE Speaking and Listening Standards</b>	<p>word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<b>Health and Fitness</b>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<b>Reading COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Writing COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Language Standards COMMON CORE</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 4 Telling Where You Live

### Performance Assessments:

Sign a narrative about their daily routine including times and activities (ex: 7:00am wake up, brush teeth, eat breakfast; 7:45am ride the bus to school . . . ).  
RECEPTIVE TRANSLATION- "GOING OFF TO COLLEGE"

COPY SIGN – "WHICH ROOM WAS IT"

Study videos of Deaf storytelling and copy the way the story is signed in their own project. (Stories may include: "Timber", "The Gum Story", "The Gallaudet and Clerc Story.")

Unit 7 & Unit 8 Knowledge Test (ABC/SN-4)

Unit 7 & Unit 8 Receptive Test (ABC/SN-4)

Unit 7 & Unit 8 Expressive Test (ABC/SN-4)

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- 3.A.5 Communicate effectively in diverse environments (including multi-lingual)
- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams
- 3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- 7.B.1 Incorporate feedback effectively
- 7.B.2 Deal positively with praise, setbacks and criticism
- 9.A.2 Conduct themselves in a respectable, professional manner
- 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- 9.B.2 Respond open-mindedly to different ideas and values

## STANDARDS AND COMPETENCIES

### Standard/Unit:

PS 4: Share information about where student lives

### Competencies

**Total Learning Hours for Unit: 35**

- 4.1 Learn & master SN-4 Vocabulary
- 4.2 Learn & use vocabulary for cities/transportation
- 4.3 Review & use Spatial Agreement
- 4.4 Learn & use Spatial Referencing
- 4.5 Review & use Real-World Orientation & Signer's Perspective
- 4.6 Review & demonstrate Ordinal Numbers 1<sup>st</sup> – 9<sup>th</sup>
- 4.7 Learn & practice using Pronominal Classifiers
- 4.8 Practice using Locatives with Pronominal Classifiers
- 4.9 Memorize & demonstrate Cardinal Numbers 31-66
- 4.10 Introduce cultural/historical component: Alexander G. Bell, 1880 events (DH 2-3)
- 4.11 Observe unit-specific language by native signers
- 4.12 Learn & master ABC-4 Vocabulary

- 4.13 Learn & use Negative sentence structures
- 4.14 Review Yes-No Questions
- 4.15 Introduce Negative-Questions
- 4.16 Introduce cultural/historical component: 20th Century Advancements (DH 4-6)
- 4.17 Practice basic interpreting skills (English to ASL, ASL to English)
- 4.18 Learn & master ABC-5 Vocabulary
- 4.19 Learn & use Tense Indicators
- 4.20 Learn to distinguish between Time Signs and Tense Indicators
- 4.21 Learn when/how to use tense shifts

**ALIGNED WASHINGTON STATE STANDARDS**

<b>Communications  COMMON CORE Speaking and Listening Standards</b>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<b>Health and Fitness</b>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<b>Reading COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Writing COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

	<p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Language Standards COMMON CORE</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 5 Talking about Family

### Performance Assessments:

Unit 9 & Unit 10 Knowledge Test (ABC/SN-5)

Unit 9 & Unit 10 Receptive Test (ABC/SN-5)

Unit 9 & Unit 10 Expressive Test (ABC/SN-5)

FAMILY TREE PROJECT

RECEPTIVE TRANSLATION – “MY 40<sup>TH</sup> BIRTHDAY”

Bring photographs and/or props of their family to share with the class. Students will present their photos and/or props and give information including names, ages, relationships, locations, events, and other important details. Students will also respond to questions asked by their peers about their photos.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

10.A.2 Prioritize, plan and manage work to achieve the intended result

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 5: Express information about family

#### Competencies

Total Learning Hours for Unit: 35

5.1 Learn & master SN-5 Vocabulary

5.2 Learn & use Age Numbers

5.3 Learn & use Contrastive Structure

5.4 Learn & use Ranking

5.5 Learn & show family relationships

5.6 Memorize & demonstrate Cardinal Numbers 67-100

5.7 Learn correct use of NO, NOT, NONE for negatives

5.8 Introduce cultural/historical component: Study/Acceptance of ASL (DH-9)

5.9 Observe unit-specific language by native signers

5.10 Learn & master ABC-6 Vocabulary

5.11 Review use of OSV

5.12 Learn & use Directional/Non-Directional Verbs

- 5.13 Lean when/how to use SASS Classifiers with Directional Verbs  
 5.14 Practice basic interpreting skills (English to ASL, ASL to English)

**ALIGNED WASHINGTON STATE STANDARDS**

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<p><b>Health and Fitness</b></p>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<p><b>Reading</b></p> <p><b>COMMON CORE</b></p>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
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<p><b>Language</b></p>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

<b>Standards COMMON CORE</b>	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>World Languages</b>	<ul style="list-style-type: none"> <li>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</li> <li>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</li> <li>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</li> <li>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</li> <li>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</li> <li>5.1: Students use the language both within and beyond the school setting</li> <li>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</li> </ul>

## UNIT 6 Careers Using ASL

### Performance Assessments:

In a group, students will create a presentation or pamphlet describing different career opportunities using ASL.

In all presentations, students will exhibit interpreter professional protocol.

Individually, students will bring in job announcements, which are either for interpreters or include interpreting as a component

Students are encouraged to take the SLPI:ASL or the ASLPI to demonstrate ASL proficiency skills. The goal for ASL I is to earn a rating of Novice to Survival on the SLPI:ASL, or Level 1 on the ASLPI.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

11.B.1 Act responsibly with the interests of the larger community in mind

Students will participate in interviews for various careers, including hiring ASL Interpreters. Students will take on both roles of employer and job-seeker.

## STANDARDS AND COMPETENCIES

### Standard/Unit:

PS 6: Explore career options for individuals with American Sign Language skills.

### Competencies

**Total Learning Hours for Unit: 15**

- 6.1 Describe at least three careers that use ASL
- 6.2 Understand the basic role of various professions as it relates to both in general terms as well as using ASL
- 6.3 Describe the Interpreter dress code, including the importance of contrasting skin tone clothing
- 6.4 Have knowledge of the importance of ASL interpreters in the Puget Sound area.
- 6.5 Demonstrate personal growth and human relations skills.
- 6.6 Practice appropriate behavior for the workplace through observation.
- 6.7 Demonstrate appropriate multicultural social etiquette.

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<p><b>Health and Fitness</b></p>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p>



	<p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
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## 21<sup>st</sup> CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

### LEARNING AND INNOVATION

#### Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

#### Critical Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

#### Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- Access and /evaluate Information
- Use and Manage Information

#### Media Literacy

- Analyze Media
- Create Media Products

#### Information, Communications and Technology (ICT Literacy)

- Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- Adapt to Change
- Be Flexible

#### Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

#### Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

#### Productivity and Accountability

- Manage Projects
- Produce Results

#### Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others



## Auburn School District

# American Sign Language II

**Total Framework Hours up to: 180**

**CIP Code: 161603**    **Exploratory**    **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Education and Training**

**Career Pathway: Social and Personal Services**

### Power Standards

- PS 1:** Express information about activities using time signs and tense indicators.
- PS 2:** Provide directions using reference points
- PS 3:** Identify people based on physical descriptions
- PS 4:** Make requests using various levels of formality and show mastery of verb types
- PS 5:** Define what Deaf Folklore is, and describe its significance within the Deaf Community.
- PS 6:** Explore educational options that lead to a career in ASL interpretation

### Unit Outline

	<u>Hours</u>
Unit 1: Telling About Activities	30
Unit 2: Giving Directions	35
Unit 3: Describing Others	35
Unit 4: Making Requests	35
Unit 5: Deaf Folklore	30
Unit 6: Exploring Careers Using ASL	<u>15</u>
<b>Total Hours</b>	<b>180</b>

## UNIT 1 Telling About Activities

### Performance Assessments:

In a group, students will create a presentation or pamphlet describing different career opportunities using ASL.

In all presentations, students will exhibit interpreter professional protocol.

Unit 11 & Unit 12 Knowledge Test (ABC/SN-6)

Unit 11 & Unit 12 Receptive Test (ABC/SN-6)

Unit 11 & Unit 12 Expressive Test (ABC/SN-6)

Sign a childhood story from their own lives (including surrogates (formerly role shifting), eye gaze, referencing, ASL grammar principles, character introductions and descriptions, transitions, numbers, and fingerspelling).

Tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL II level

Unit specific partner sentence practice

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

11.B.1 Act responsibly with the interests of the larger community in mind

Students will attend Deaf community events and interact with and/or volunteer with Deaf signers when possible and complete their written reflection paper about their experience and what they learned about Deaf culture

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 1: Express information about activities using time signs and tense indicators.

#### Competencies

**Total Learning Hours for Unit: 30**

1.1 Learn & master SN-6 Vocabulary

1.2 Learn & use Time Numbers (clock)

1.3 Review Tense Indicators

1.4 Learn & use vocabulary for Activities

1.5 Learn to negotiate schedules using Calendars

1.6 Learn to appropriately express Opinions

1.7 Observe unit-specific language by native signers

1.8 Learn & master ABC-7 Vocabulary

1.9 Learn and demonstrate to proficiency, how to use imperatives/commands

1.10 Learn and demonstrate to proficiency, how to incorporate numbers with the AGE sign, TIME sign, and Personal Pronouns

1.11 Practice Interpreting Skills (English to ASL, ASL to English)

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<p><b>Writing</b></p> <p><b>COMMON CORE</b></p>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><b>Language Standards</b></p> <p><b>COMMON CORE</b></p>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

<b>World Languages</b>	<ul style="list-style-type: none"><li>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</li><li>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</li><li>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</li><li>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</li><li>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</li><li>5.1: Students use the language both within and beyond the school setting</li><li>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</li></ul>
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## UNIT 2 Giving Directions

### Performance Assessments:

RECEPTIVE TRANSLATION: "My Old Friend"

Unit 1 & Unit 2 Knowledge Test (ABC/SN-7)

Unit 1 & Unit 2 Receptive Test (ABC/SN-7)

Unit 1 & Unit 2 Expressive Test (ABC/SN-7)

Students will watch videos in ASL and retell or answer comprehension questions.--Video: ASL Stories, "Tomorrow Dad Will Still Be Deaf"

Students will describe how to perform a hands-on task (how to do errands or chores, build something, repair something, etc.).

Unit specific partner sentence practice

Students will interview each other demonstrating appropriate turn-taking, questioning/answering, eye contact, clarification, sharing of information, confirming, and prosody.

Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL II level. Tests and quizzes are signed by the ASL teacher, other proficient signers, and as the course progresses into second semester, their peers.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

3.A.5 Communicate effectively in diverse environments (including multi-lingual)

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

7.B.1 Incorporate feedback effectively

7.B.2 Deal positively with praise, setbacks and criticism

7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Students will learn to sign, "The Star Spangled Banner" and will perform it at school assemblies and events.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 2:** Provide directions using reference points

#### Competencies

**Total Learning Hours for Unit: 35**

2.1 Learn & master SN-7 Vocabulary

2.2 Learn and apply Lexicalized Fingerspelling/Fingerspelled Loan Signs)

2.3 Understand and demonstrate the difference between Cardinal and Ordinal Numbers

2.4 Practice and Master using Ordinal Numbers to show rank, placement, and order

2.5 Review and discuss the various assistive devices for Deaf and Hard of Hearing people

2.6 Review the cultural aspect and rules of Name Signs

2.7 Review and practice how to get attention

2.8 Review and practice how to ask for clarification

- 2.9 Review and practice one handed signing
- 2.10 Review and practice how to negotiate a signing environment
- 2.11 Review and practice #1-100
- 2.12 Carefully consider and select Sign Song #1
- 2.13 Practice Interpreting Skills (English to ASL, ASL to English)
- 2.14 Observe unit-specific language by native signers
- 2.15 Learn & master ABC-8 Vocabulary
- 2.16 Review WH-Questions use and Predicate Adjectives (ABC 8)
- 2.17 Learn and demonstrate to proficiency, how to use Rhetorical Questions (Rh-Qs) (ABC 20)
- 2.18 Learn and demonstrate to proficiency, the two uses of the SELF Pronoun
- 2.19 Learn about CODAs (Children of Deaf Adults)

**ALIGNED WASHINGTON STATE STANDARDS**

<b>Art</b>	3.2 Use the arts to communicate for a specific purpose
<b>Communications</b>  <b>COMMON CORE</b> <b>Speaking and</b> <b>Listening</b> <b>Standards</b>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<b>Health and</b> <b>Fitness</b>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<b>Reading</b> <b>COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Writing</b> <b>COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>



<b>Language Standards COMMON CORE</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.*</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 3 Describing Others

### Performance Assessments:

SIGN SONG PERFORMANCE #1

RECEPTIVE TRANSLATION: "The New Teacher"

Unit 3 & Unit 4 Knowledge Test (ABC/SN-8)

Unit 3 & Unit 4 Receptive Test (ABC/SN-8)

Unit 3 & Unit 4 Expressive Test (ABC/SN-8)

Students will watch videos in ASL and retell or answer comprehension questions.--Videos: "Rules of Social Interaction", ASL Stories, Beyond Silence"

Students select a famous person to describe. They bring a picture to class, and without showing the picture, they describe, in detail, their physical appearance and personality attributes. The class tries to guess who they are describing and are then shown the picture.

Unit specific partner sentence practice

COPY SIGN: "ABC Gum"

Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL II level. Tests and quizzes are signed by the ASL teacher, other proficient signers, and as the course progresses into second semester, their peers.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

9.A.1 Know when it is appropriate to listen and when to speak

9.A.2 Conduct themselves in a respectable, professional manner

10.A.2 Prioritize, plan and manage work to achieve the intended result

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

Students will spend a 24-hour period without talking. Before VOD, ASL 2 students will visit ASL 1 classes to discuss their experiences from VOD the previous year. ASL 2 students will participate in VOD a second time to contribute to the school-wide ASL community as well as to continue to develop their own awareness of oppression and access barriers for Deaf people

## STANDARDS AND COMPETENCIES

<b>Standard/Unit:</b>	
PS 3: Identify people based on physical descriptions	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 35</b>
3.1 Learn & master SN-8 Vocabulary 3.2 Learn and apply culturally appropriate methods of describing others' physical characteristics (gender, race, height, body type, race, hair style, etc.) 3.3 Understand the rules and application of Body Part/Limb Classifiers BPCLs) 3.4 Demonstrate appropriate usage of BPCLs 3.5 Practice and Master using Ordinal Numbers to show rank, placement, and order 3.6 Learn about Deaf Cultural Rules of Social Interaction 3.7 Observe unit-specific language by native signers 3.8 Learn & master ABC-9 Vocabulary 3.9 Learn and demonstrate to proficiency, how to use Noun-Verb Pairs 3.10 Learn and demonstrate to proficiency, how to apply Subject as Topic 3.11 Further learn about CODAs 3.12 Practice Interpreting Skills (English to ASL, ASL to English)	

**ALIGNED WASHINGTON STATE STANDARDS**

<b>Art</b>	3.2 Uses the arts to communicate for a specific purpose.
<b>Communications COMMON CORE Speaking and Listening Standards</b>	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
<b>Health and Fitness</b>	1.1 Develops motor skills and movement concepts as developmentally appropriate. 1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life. 1.1.5 Applies and/or evaluates understanding of movement concepts. 1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately. 1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities. 1.2.4 Analyzes safety and the importance of fitness in the work environment. 4.2.2 Understands barriers to physical activity and a healthy lifestyle.
<b>Reading COMMON CORE</b>	RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>Social Studies</b>	5.1 Uses critical reasoning skills to analyze and evaluate positions.
<b>Writing COMMON CORE</b>	WHST1 Write arguments focused on <i>discipline-specific content</i> . WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

	<p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Language Standards COMMON CORE</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 4 Making Requests

### Performance Assessments:

RECEPTIVE TRANSLATION: "Being Sick is a Hassle"

Unit 5 & Unit 6 Knowledge Test (ABC/SN-9)

Unit 5 & Unit 6 Receptive Test (ABC/SN-9)

Unit 5 & Unit 6 Expressive Test (ABC/SN-9)

Students will watch videos in ASL and retell or answer comprehension questions.--Video: Groode F.S. 4-7, ASL Stories, "The Ragin' Cajun"

Students work in groups of two to role-play purchasing a ticket for travel (bus, ferry, train, plane). The dialogue must include discussion of the schedule, time, money, directions (map) and weather.

Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL II level. Tests and quizzes are signed by the ASL teacher, other proficient signers, and as the course progresses into second semester, their peers.

Unit specific partner sentence practice

Students will learn about various forms of hearing remediation including cochlear implants: the mechanisms, the history, and the controversy within the Deaf and hearing communities. Students will research online to learn about what a cochlear implant is and how it works. Students will read articles and watch a movie about the controversy surrounding cochlear implants and attend a panel discussion by community members on the topic. Finally, students will participate in a discussion where they debate their perspectives on remediation devices such as cochlear implants using information from their research.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

1.B.1 Develop, implement and communicate new ideas to others effectively

1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

3.A.5 Communicate effectively in diverse environments (including multi-lingual)

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 4:** Make requests using various levels of formality and show mastery of verb types

#### Competencies

**Total Learning Hours for Unit: 35**

6.1	Learn & master SN-9 Vocabulary
6.2	Learn & master SN-9 Vocabulary
6.3	Understand and demonstrate the ability to make requests/favors and offer assistance
6.4	Learn, practice, and master reading and forming money numbers both incorporated and unincorporated (dollars/cents)
6.5	Learn and practice verb types (plain, inflecting, spatial)
6.6	Further practice fingerspelling strategies
6.7	Practice Interpreting Skills (English to ASL, ASL to English)
6.8	Observe unit-specific language by native signers
7.1	Learn & master ABC-10 Vocabulary
7.2	Learn and demonstrate to proficiency, basic sentence structure using Modals and Negative Modals
7.3	Learn about the Deaf Community
7.4	Practice Interpreting Skills (English to ASL, ASL to English)
6.8	Observe unit-specific language by native signers

**ALIGNED WASHINGTON STATE STANDARDS**

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<p><b>Health and Fitness</b></p>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<p><b>Reading</b></p> <p><b>COMMON CORE</b></p>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p><b>Writing</b></p> <p><b>COMMON CORE</b></p>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text</p>

	<p>selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><b>Language Standards COMMON CORE</b></p>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p><b>World Languages</b></p>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 5 Deaf Folklore

### Performance Assessments:

Partner and/or group practice of memorizing a piece of Deaf Folklore  
 Sign a popular piece of Deaf Folklore  
 Test about the identity and social life of Deaf people

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 5:** Define what Deaf Folklore is, and describe its significance within the Deaf Community.

#### Competencies

**Total Learning Hours for Unit: 30**

- 5.1 Describe how members of the Deaf Community define themselves
- 5.2 Explain the significance of Folklore within the Deaf Community
- 5.3 Observe a variety of popular Deaf Folklore stories, jokes, legends, riddles, games, etc...
- 5.4 Memorize a popular piece of Deaf Folklore, and demonstrate it for class

### ALIGNED WASHINGTON STATE STANDARDS

<p><b>Communications</b></p> <p><b>COMMON CORE Speaking and Listening Standards</b></p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p><b>Health and Fitness</b></p>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<p><b>Reading</b></p> <p><b>COMMON CORE</b></p>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>



	RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>Writing COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Language Standards COMMON CORE</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 6 Careers in ASL Interpretation

### Performance Assessments:

Students chose an ASL-related career and create a project (poster, PowerPoint, essay, etc.) including education required, employability, ASL skills needed, and certification requirements.

Students are encouraged to take the SLPI:ASL or the ASLPI to demonstrate ASL proficiency skills. The goal for ASL II is to earn a rating of Survival to Survival Plus on the SLPI:ASL, or Level 2 on the ASLPI.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

8.A.1 Set goals with tangible and intangible success criteria

8.A.2 Balance tactical (short-term) and strategic (long-term) goals

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

After studying the National Interpreter Certification (NIC) Code of Professional Conduct (CPC), students will work together to create a skit to demonstrate “Good Interpreter/Bad Interpreter.” In the first portion of the skit they will demonstrate correct adherence to all tenets in the CPC. In the second portion of the skit, they will break at least one tenet and convey the consequences of this. Students will also submit a written paper on why the tenets are critical to providing ethical and professional service as an ASL Interpreter.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 6:** Explore educational options that lead to a career in ASL interpretation

#### Competencies

**Total Learning Hours for Unit: 15**

6.1 5.3 Learn about ASL Interpreter certification, ethics, training programs, and basic translation concepts

6.2 Describe the National Interpreter Certification (NIC) Code of Professional Conduct (CPC).

### ALIGNED WASHINGTON STATE STANDARDS

#### Communications

SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

#### COMMON CORE Speaking and Listening

SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are

<b>Standards</b>	<p>appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<b>Reading COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Writing COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

**21<sup>st</sup> CENTURY SKILLS**

**Check those that students will demonstrate in this standard/unit:**

<p align="center"><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b>  <input checked="" type="checkbox"/> Think Creatively  <input checked="" type="checkbox"/> Work Creatively with Others  <input checked="" type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  <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> <p><b>Communication and Collaboration</b>  <input checked="" type="checkbox"/> Communicate Clearly  <input checked="" type="checkbox"/> Collaborate with Others</p>	<p align="center"><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  <input checked="" type="checkbox"/> Access and /evaluate Information  <input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b>  <input checked="" type="checkbox"/> Analyze Media  <input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p align="center"><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  <input checked="" type="checkbox"/> Adapt to Change  <input checked="" type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  <input checked="" type="checkbox"/> Manage Goals and Time  <input checked="" type="checkbox"/> Work Independently  <input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  <input checked="" type="checkbox"/> Interact Effectively with Others  <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  <input checked="" type="checkbox"/> Manage Projects  <input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b>  <input checked="" type="checkbox"/> Guide and Lead Others  <input checked="" type="checkbox"/> Be Responsible to Others</p>
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## Auburn School District

# American Sign Language III

**Total Framework Hours up to: 180**

**CIP Code: 161603**    **Exploratory**    **Preparatory**

**Date Last Modified: January 30, 2013**

**Career Cluster: Education and Training**

**Career Pathway: Social and Health Services**

### Power Standards

- PS 1:** Express advanced familial relationships
- PS 2:** Provide physical descriptions, and personality traits to others
- PS 3:** Show how time allotments can alter activity signs
- PS 4:** Provide directions to items around the house
- PS 5:** Express physical complaints and request aid
- PS 6:** Demonstrate narrating about major life events
- PS 7:** Show how to describe objects using classifiers
- PS 8:** Demonstrate narrating about weekend activities
- PS 9:** Explore careers in ASL interpretation

### Unit Outline

	<u>Hours</u>
Unit 1: Talking about Family and Occupations	25
Unit 2: Attributing Qualities to Others	20
Unit 3: Talking about Routines	17
Unit 4: Locating Things around the House	16
Unit 5: Complaining, Making Suggestions and Requests	16
Unit 6: Life Events	30
Unit 7: Describing and Identifying Things	30
Unit 8: Talking about the Weekend	16
Unit 9: The Profession of Sign Language Interpreting	<u>10</u>
<b>Total Hours</b>	<b>180</b>

## UNIT 1 Talking About Family and Occupations

### Performance Assessments:

- RECEPTIVE TRANSLATION- “Jimmy Rocket”, “My Work History”
- Unit 7 & Unit 8 Knowledge Test (ABC/SN-10)
- Unit 7 & Unit 8 Receptive Test (ABC/SN-10)
- Unit 7 & Unit 8 Expressive Test (ABC/SN-10)
- Students will watch videos in ASL and retell or answer comprehension questions.--Video: “The Miracle Worker”, ASL Stories
- Students will translate and sign a children’s book in ASL.
- COPY SIGN: “The Ball”
- Students describe their real house or their dream house including detailed descriptions of the lay out, furniture, colors, textures, and designs
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL II level. Tests and quizzes are signed by the ASL teacher, other proficient signers, and as the course progresses into second semester, their peers.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 9.A.2 Conduct themselves in a respectable, professional manner
- 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- 9.B.2 Respond open-mindedly to different ideas and values

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 1:** Express advanced familial relationships

#### Competencies

**Total Learning Hours for Unit: 25**

- 1.1 Learn & master SN-10 Vocabulary
- 1.2 Learn and practice to proficiency, how to describe relationships and occupations
- 1.3 Learn about and create Iconic Art
- 1.4 Learn & master SN-11 Vocabulary
- 1.5 Further learn about Deaf-Blindness (Helen Keller)
- 1.6 Learn and demonstrate to proficiency, how to discuss personal qualities, opinions, and role shifting
- 1.7 Carefully consider and select Sign Song #1
- 1.8 Practice basic interpreting skills (English to ASL, ASL to English)
- 1.9 Observe unit-specific language by native signers

### ALIGNED WASHINGTON STATE STANDARDS

<b>Art</b>	3.2 Uses the arts to communicate for a specific purpose.
<b>Communications</b>	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 9–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned</li> </ul>
<b>COMMON CORE Speaking and</b>	

<p><b>Listening Standards</b></p>	<p>exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul> <p>SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p><b>Health and Fitness</b></p>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <ul style="list-style-type: none"> <li>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</li> <li>1.1.5 Applies and/or evaluates understanding of movement concepts.</li> <li>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</li> <li>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</li> <li>1.2.4 Analyzes safety and the importance of fitness in the work environment.</li> <li>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</li> </ul>
<p><b>Reading COMMON CORE</b></p> <p>ENGLISH LANGUAGE ARTS &amp; Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p><b>Social Studies</b></p>	<p>4.3 Understands that there are multiple perspectives and interpretations of historical events.</p> <p>4.4 Uses history to understand the present and plan for the future</p> <p>5.1 Uses critical reasoning skills to analyze and evaluate positions.</p>
<p><b>Writing COMMON CORE</b></p> <p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul>

	<p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><b>Language Standards</b>  <b>COMMON CORE</b>  ENGLISH LANGUAGE ARTS &amp; Literacy in History/Social Studies, Science, and Technical subjects.</p>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.*</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p><b>World Languages</b></p>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>



## UNIT 2 Attributing Qualities to Others

### Performance Assessments:

- UNIT-SPECIFIC PARTNER SENTENCE PRACTICE
- RECEPTIVE TRANSLATION- “THE BROWN FAMILY”
- Students will watch complex videos in ASL and retell or answer comprehension questions--Video: ASL Stories
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- 3.A.5 Communicate effectively in diverse environments (including multi-lingual)

Students research the topic of Deafhood and create a public display, performance, or art piece to educate others on Deaf Pride

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 2:** Provide physical descriptions, and personality traits to others

#### Competencies

**Total Learning Hours for Unit: 20**

- 2.1 Learn and master SN-11 vocabulary
- 2.2 Learn and practice to proficiency, how to provide physical descriptions, and personality traits to others
- 2.3 Learn and master the unique form of the cardinal numbers 67-98
- 2.4 Practice role shifting when providing information about others
- 2.5 Observe unit specific language by native signers
- 2.6 Learn and practice correcting false information about others
- 2.7 Practice basic interpreting skills with phrases, dialogues, and narrations (ASL to English & English to ASL)

### ALIGNED WASHINGTON STATE STANDARDS

<b>Art</b>	3.2 Use the arts to communicate for a specific purpose
<b>Communications</b>	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<b>COMMON CORE Speaking and Listening Standards</b>	SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
<b>Health and Fitness</b>	1.1 Develops motor skills and movement concepts as developmentally appropriate. 1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.

	<p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<b>Reading COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Social Studies</b>	<p>4.4 Uses history to understand the present and plan for the future</p> <p>5.1 Uses critical reasoning skills to analyze and evaluate positions.</p>
<b>Writing COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Language Standards COMMON CORE</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 3 Talking About Routines

### Performance Assessments:

RECEPTIVE TRANSLATION: "Our Summer Vacation"

Students will watch videos in ASL and retell or answer comprehension questions.--Videos: "Overuse Syndrome", ASL Stories

Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL 2 level. Tests and quizzes are signed by the ASL teacher, other proficient signers, and as the course progresses into second semester, their peers.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
- a. work positively and ethically
  - b. manage time and projects effectively
  - c. multi-task
  - d. participate actively, as well as be reliable and punctual
  - e. present oneself professionally and with proper etiquette
  - f. collaborate and cooperate effectively with teams
  - g. respect and appreciate team diversity
  - h. be accountable for results

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 3:** Show how time allotments can alter activity signs

#### Competencies

**Total Learning Hours for Unit: 17**

- 3.1 Learn & master SN-12 Vocabulary
- 3.2 Learn how to proficiently discuss routines, using the Temporal Aspect, Time Concepts, and Clock Numbers
- 3.3 Review and practice Money Numbers
- 3.4 Learn about the needs hazards of interpreting
- 3.5 Practice basic interpreting skills (English to ASL, ASL to English)
- 3.6 Observe unit-specific language by native signers

### ALIGNED WASHINGTON STATE STANDARDS

#### Communications

#### COMMON CORE Speaking and Listening Standards

- SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

	SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
<b>Health and Fitness</b>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<b>Reading COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Writing COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Language Standards COMMON CORE</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 4 Locating Things around the House

### Performance Assessments:

- Students will participate in a “Treasure Hunt” where they have to give others on their team signed directions to different locations around the building in order to find the “treasure” at the end.
- Students will design a Deaf Space incorporating what they have learned (make a model of a classroom, home, lecture hall, etc, or renovate a current space to become more of a true Deaf Space).
- UNIT-SPECIFIC PARTNER SENTENCE PRACTICE
- Students will watch complex videos in ASL and retell or answer comprehension questions.--Video: ASL Stories
- Unit 1, Unit 2, Unit 3 Knowledge Test
- Unit 1, Unit 2, Unit 3 Receptive Test
- Unit 1, Unit 2, Unit 3 Expressive Test
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

7.B.1 Incorporate feedback effectively

7.B.2 Deal positively with praise, setbacks and criticism

7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 3:** Provide directions to items around the house

#### Competencies

**Total Learning Hours for Unit: 16**

- 4.1 Learn & master SN-13 Vocabulary
- 4.2 Learn how Locatives in conjunction with Pronominal/Symantic Classifiers
- 4.3 Learn how SASS classifiers can be used to describe features
- 4.4 Learn & use yes/no questions to open conversations
- 4.5 Practice confirming and correcting information
- 4.6 Review and practice Signer’s Perspective in conjunction with Locatives
- 4.7 Review upper level numbers (100+)
- 4.8 Introduce Handshape and ABC Stories
- 4.9 Practice story narration skills including role-shifting
- 4.10 Practice interpreting skills (English to ASL, ASL to English)
- 4.11 Observe unit-specific language by native signers

### ALIGNED WASHINGTON STATE STANDARDS

<b>Art</b>	3.2 Uses the arts to communicate for a specific purpose.
<b>Communications</b>	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among

<b>COMMON CORE Speaking and Listening Standards</b>	<p>ideas, word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<b>Health and Fitness</b>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<b>Reading COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Social Studies</b>	<p>5.1 Uses critical reasoning skills to analyze and evaluate positions.</p>
<b>Writing COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Language Standards COMMON CORE</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 5 Complaining, Making Suggestions and Requests

### Performance Assessments:

- Students will create a signed dialogue incorporating complaints and advice, where one person has a problem the second person tries to help. Situations may include a visit to the doctor, a counseling session, or a conversation between friends.
- UNIT-SPECIFIC PARTNER SENTENCE PRACTICE
- Students will watch complex videos in ASL and retell or answer comprehension questions.--Video: ASL Stories
- RECEPTIVE TRANSLATION- "ALASKAN CANNERY"
- Unit 8, Unit 9, Unit 10 Knowledge Test
- Unit 8, Unit 9, Unit 10 Receptive Test
- Unit 8, Unit 9, Unit 10 Expressive Test
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

10.A.2 Prioritize, plan and manage work to achieve the intended result

Students will perform ASL stories: copy-sign stories, handshape stories, ABC stories, etc . . . for an audience. Possible audiences may include students in another class, parents and families, the Deaf community.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 5:** Express physical complaints and request aid

#### Competencies

**Total Learning Hours for Unit: 16**

- 5.1 Learn & master SN-14 Vocabulary
- 5.2 Learn to ask for clarification, agreeing, declining, hedging
- 5.3 Learn to describe physical ailments and making health suggestions and requests
- 5.4 Review and Practice Narration skills
- 5.5 Review Temporal Aspect inflections
- 5.6 Review Spatial Agreement (verb agreement) principles
- 5.7 Review Clock numbers
- 5.8 Review Fingerspelled Loan-signs
- 5.9 Practice interpreting skills (English to ASL, ASL to English)
- 5.10 Observe unit-specific language by native signers

### ALIGNED WASHINGTON STATE STANDARDS

#### Communications

#### COMMON CORE Speaking and Listening Standards

- SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

	<p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<b>Health and Fitness</b>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<b>Reading COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Writing COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Language Standards COMMON CORE</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>



## UNIT 6 Life Events

### Performance Assessments:

- Students will describe how to prepare a recipe including appropriate vocabulary, measurements, descriptions, etc . . .
- Students will draw a time line of their lives, including at least 10 events, and present it in ASL. Dates, including day, month, and year, should be given as well as details about the events.
- UNIT-SPECIFIC PARTNER SENTENCE PRACTICE
- Students will watch complex videos in ASL and retell or answer comprehension questions.--Video: ASL Stories
- RECEPTIVE TRANSLATION- "PREPPING FOR THE SHOW", "MEETING A FRIEND"
- Unit 4, Unit 5 Knowledge Test
- Unit 4, Unit 5 Receptive Test
- Unit 4, Unit 5 Expressive Test
- Unit 6, Unit 7 Knowledge Test
- Unit 6, Unit 7 Receptive Test
- Unit 6, Unit 7 Expressive Test
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

10.A.2 Prioritize, plan and manage work to achieve the intended result

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

Students will spend an hour with soundproof headphones on (so they can't hear) in a classroom with an ASL interpreter; or, students will attend an interpreted event with soundproof headphones on. Students will write a reflection paper about the challenges of communicating through an interpreter and an analysis of what makes an interpreter effective.

## STANDARDS AND COMPETENCIES

### Standard/Unit:

**PS 5:** Describe life events, using clear transitions, pauses, when clauses, and tense indicators

### Competencies

**Total Learning Hours for Unit: 30**

- 6.1 Learn & master ABC-16 Vocabulary
- 6.2 Learn & apply numbers into Time signs
- 6.3 Learn & apply numbers into Tense indicators
- 6.4 Learn how to use Time Reduplication with Time Signs

- 6.5 Learn how to show time occurrences (EVERY- )
- 6.6 Practice interpreting skills (English to ASL, ASL to English)
- 6.7 Observe unit-specific language by native signers
- 6.8 Learn & master ABC-18 Vocabulary
- 6.9 Learn & master the prosodic verb usage (Temporal Aspect) for both –REPEATEDLY and -CONTINUALLY
- 6.10 Practice interpreting skills (English to ASL, ASL to English)
- 6.11 Observe unit-specific language by native signers

**ALIGNED WASHINGTON STATE STANDARDS**

<b>Communications</b>  <b>COMMON CORE Speaking and Listening Standards</b>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<b>Health and Fitness</b>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<b>Reading</b> <b>COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Writing</b> <b>COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Language</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or</p>

<b>Standards COMMON CORE</b>	style, and to comprehend more fully when reading or listening.
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 7 Describing and Identifying Things

### Performance Assessments:

- Students will reflect on and journal about technological for Deaf people, including a basic history of the teletypewriter.
- UNIT-SPECIFIC PARTNER SENTENCE PRACTICE
- Students will watch complex videos in ASL and retell or answer comprehension questions.--Video: ASL Stories
- Students will create a narrative using descriptive classifiers
- RECEPTIVE TRANSLATION- "AN UNLUCKY DAY"
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

- 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds  
 9.B.2 Respond open-mindedly to different ideas and values

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 7: Demonstrate how to describe objects using classifiers**

#### Competencies

**Total Learning Hours for Unit: 30**

- 8.1 Learn and master SN-16 vocabulary  
 8.2 Learn how to use classifier handshapes to describe basic shapes of various sizes  
 8.3 Learn how to describe objects from different perspectives  
 8.4 Demonstrate the specific orientation and movement of the money numbers between \$1.01 - \$9.99  
 8.5 Learn the history of Teletypewriters  
 8.6 Learn how using descriptive classifiers enhance storytelling

### ALIGNED WASHINGTON STATE STANDARDS

<p><b>Communications</b></p> <p><b>COMMON CORE Speaking and Listening Standards</b></p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p><b>Health and Fitness</b></p>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p>

	<p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<b>Reading COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Writing COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Language Standards COMMON CORE</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 8 Talking About the Weekend

### Performance Assessments:

- Students will create a power-point presentation about communication accessibility for Deaf people in public places
- UNIT-SPECIFIC PARTNER SENTENCE PRACTICE
- Students will create and sign a narrative about their weekend plans
- Students will watch complex videos in ASL and retell or answer comprehension questions.--Video: ASL Stories
- COPY-SIGN: "FINAL EXAM"
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

9.A.2 Conduct themselves in a respectable, professional manner

9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds

9.B.2 Respond open-mindedly to different ideas and values

Students will create a performance to share at school or a community event.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 8: Demonstrate narrating about weekend activities**

#### Competencies

**Total Learning Hours for Unit: 16**

- 8.1 Learn and master SN-17 vocabulary
- 8.2 Using transitions, durative time signs, and inflected verbs, students will narrate about weekend activities
- 8.3 Learn how to recognize the signs for disrupted plans due to sudden or unexpected changes
- 8.4 Learn how to properly sign three-digit numbers
- 8.5 Observe unit-specific language used by native signers through narrations
- 8.6 Practice basic interpreting skills, translating signed narratives into English, and English into ASL

### ALIGNED WASHINGTON STATE STANDARDS

#### Communications

#### COMMON CORE Speaking and Listening Standards

- SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

#### Health and Fitness

- 1.1 Develops motor skills and movement concepts as developmentally appropriate.
- 1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.

	<p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<b>Reading COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Writing COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>World Languages</b>	<p>1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own</p> <p>5.1: Students use the language both within and beyond the school setting</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>

## UNIT 9 The Profession of Sign Language Interpreting

### Performance Assessments:

- Students chose an ASL-related career and create a project (poster, PowerPoint, essay, etc.) including education required, employability, ASL skills needed, and certification requirements.
- Students will take written tests and quizzes to assess vocabulary, fingerspelling, and comprehension at the ASL III level. Tests and quizzes are signed by the ASL teacher or other proficient signers.
- Students will research educational programs (entrance requirements, degree/certificates, expenses, application process) for careers using ASL (e.g., interpreter, Deaf Education Teacher, ASL Teacher, etc. . . .). Students may also initiate correspondence with colleges and training programs, arrange for a tour, and/or complete the application process.
- Students are encouraged to take the SLPI:ASL or the ASLPI to demonstrate ASL proficiency skills. The goal for ASL III is to earn a rating of Intermediate on the SLPI:ASL, or Level 2+ on the ASLPI.

### Embedded Leadership Activities

21<sup>st</sup> Century Skills:

8.A.1 Set goals with tangible and intangible success criteria

8.A.2 Balance tactical (short-term) and strategic (long-term) goals

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

After studying the National Interpreter Certification (NIC) Code of Professional Conduct (CPC), students will work together to create a skit to demonstrate “Good Interpreter/Bad Interpreter.” In the first portion of the skit they will demonstrate correct adherence to all tenets in the CPC. In the second portion of the skit, they will break at least one tenet and convey the consequences of this. Students will also submit a written paper on why the tenets are critical to providing ethical and professional service as an ASL Interpreter.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 9:** Explore careers in ASL interpretation

#### Competencies

**Total Learning Hours for Unit: 10**

9.1 5.3 Learn about ASL Interpreter certification, ethics, training programs, and basic translation concepts

9.2 Describe the National Interpreter Certification (NIC) Code of Professional Conduct (CPC).

### ALIGNED WASHINGTON STATE STANDARDS

#### Communications

SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.



<b>COMMON CORE Speaking and Listening Standards</b>	<p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<b>Reading COMMON CORE</b>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Writing COMMON CORE</b>	<p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

### 21<sup>st</sup> CENTURY SKILLS

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