



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>
Total Hours	180

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

21st 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)

ALIGNED WASHINGTON STATE STANDARDS

<p>Communications</p> <p>COMMON CORE Speaking and Listening Standards</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>Health and Fitness</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>Reading</p> <p>COMMON CORE</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>Writing</p> <p>COMMON CORE</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>Language Standards</p> <p>COMMON CORE</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>

World Languages	<ul style="list-style-type: none">1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures4.1: Students demonstrate understanding of the nature of the language through comparisons of the language studied on their own4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied on their own5.1: Students use the language both within and beyond the school setting5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
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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

21st 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

Art	3.2 Use the arts to communicate for a specific purpose
Communications COMMON CORE Speaking and Listening Standards	<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>
Health and Fitness	<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>
Reading COMMON CORE	<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>
Writing COMMON CORE	<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>

Language Standards COMMON CORE	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure.* 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>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>
World Languages	<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

21st 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

Standard/Unit:	
PS 3: Identify people based on physical descriptions	
Competencies	Total Learning Hours for Unit: 35
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

Art	3.2 Uses the arts to communicate for a specific purpose.
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. 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.
Reading COMMON CORE	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.
Social Studies	5.1 Uses critical reasoning skills to analyze and evaluate positions.
Writing COMMON CORE	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>
Language Standards COMMON CORE	<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>
World Languages	<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

21st 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

<p>Communications</p> <p>COMMON CORE Speaking and Listening Standards</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>Health and Fitness</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>Reading</p> <p>COMMON CORE</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>Writing</p> <p>COMMON CORE</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>
Language Standards COMMON CORE	<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>
World Languages	<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

21st 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>Communications</p> <p>COMMON CORE Speaking and Listening Standards</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>Health and Fitness</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>Reading</p> <p>COMMON CORE</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.
Writing COMMON CORE	<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>
Language Standards COMMON CORE	<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>
World Languages	<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

21st 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

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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

Standards	<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>
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21st CENTURY SKILLS

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

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