

eDynamic Learning Course Title: American Sign Language 1a / 1b

State: WA

State Course Title: World Languages

State Course Code:

State Standards: World Languages

Date of Standards:

Percentage of Course Aligned: 100%

Standards	Course Title. (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
1.0 Communication - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes							
1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	American Sign Language 1a: Introduction	Unit 3: Express Yourself: Feelings, Colors, & Questions	Lesson 5	Asking and answering yes/no and 'wh-' questions	Activity 2		
	American Sign Language 1b: Learn to Sign	Unit 1: Who's Who?	Lesson 1	Conversing in ASL about work and jobs	Activity 2	This standard is addressed throughout both courses as practicing interpersonal communications is integrated into course pedagogy	Fully Met
1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	American Sign Language 1a: Introduction	Unit 1: The Basics	Lab	Watching a Deaf individual share his experience of attempting to join the US military and interpreting and analyzing his thoughts on the topic	Lab		

	American Sign Language 1b: Learn to Sign	Unit 3: Taking the Stage By Storm!	Lab	Watching a Deaf individual share their experience and opinion on a topic, researching and developing a response to the video	Lab	This standard is addressed throughout both courses as interpreting communication is integrated into course pedagogy	Fully Met
1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	American Sign Language 1a: Introduction	Unit 4: School's in Session	Lab	Developing and presenting a Deaf Culture informational guide to an audience of fellow students to help them welcome and integrate a new Deaf student into the culture of their school	Lab		
	American Sign Language 1b: Learn to Sign	Unit 2: Well, It's About Time	Lab	Researching, attending, summarizing, analyzing and creating a presentation on Deaf accessibility for events	Lab	This standard is addressed throughout both courses as presentations are integrated into course pedagogy.	Fully Met
2.0 Cultures - Interact with cultural competence and understanding							
2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	American Sign Language 1a: Introduction	Unit 1: The Basics	Lesson 5	Tracing the origins of sign language in the United States and understanding the nature, origins and role of Deaf Culture in the US	Critical Thinking 3-5		Fully Met
2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	American Sign Language 1b: Learn to Sign	Unit 3: Taking the Stage By Storm!	Lesson 4	Understanding the cultural perspectives in both affirmative and resistive De'VIA art and identifying the importance of having art products by Deaf artists about Deaf life	Critical Thinking 4, Discussion 2		Fully Met
3.0 Connections - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations							

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	American Sign Language 1a: Introduction	Unit 2: Let's Introduce Ourselves!	Lab	Connecting and comparing the universal nature of good manners and politeness using English, ASL and a third language of student choice	Lab		Fully Met
3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	American Sign Language 1a: Introduction	Unit 4: School's in Session	Lessons 1, 2	Identifying the two sides of the "methods debate" in Deaf education, describing how Alexander Graham Bell, inventor of the telephone, played a negative role in Deaf history, understanding the Deaf experience through history and perspective of events in history and how that may differ from a hearing perspective	Critical Thinking 2-4, Discussion 1, 2		Fully Met
4.0 Comparisons - Develop insight into the nature of language and culture in order to interact with cultural competence							
4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	American Sign Language 1a: Introduction	Unit 3: Express Yourself: Feelings, Colors, & Questions	Lesson 3, Lab	Comparing the use of language to express emotions in ASL and spoken English, 1a: U3 Lab: Understanding how facial expressions are a vital part of ASL communications and comparing facial expressions in different situations for ASL/English	Critical Thinking 4, Lab		Fully Met

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	American Sign Language 1b: Learn to Sign	Unit 1: Who's Who?	Lesson 4	Understanding subcultures in the Deaf community, relating American culture and subcultures to Deaf subcultures within the US, recognizing the unique perspectives represented by Black ASL and the relationship of Black Deaf Americans to the civil rights movement	Critical Thinking 3-5, Lab		Fully Met
5.0 Communities - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world							
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	American Sign Language 1b: Learn to Sign	Unit 4: Expanding Your Vocabulary	Lab	Selecting a topic of interest and using knowledge of ASL to plan and participate in a discussion between hearing and Deaf friends, determining how ASL can be a valuable skill within the classroom and beyond	Lab		Fully Met
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	American Sign Language 1b: Learn to Sign	Unit 4: Expanding Your Vocabulary	Lesson 5	Charting a path to becoming a professional sign language interpreter and understanding lifelong learning in ASL	Critical Thinking 3, 5, Discussion 1, 2		Fully Met