



Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Course Information	
Program Name	Natrona County High School
Course ID	NCV24852
Course Name	American Sign Language 1
SCED Code	24852G1.00
Content Area	FL
Grade Level	9-12
# of Credits	1
Curriculum Type	Delivered from Lincoln County #2 through Canvas to NCHS
Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.	
<p><i>This course introduces the basics of American Sign Language (ASL) and is designed for students who have little or no previous knowledge of ASL. Readiness for learning will be approached via visual-gestural communication techniques, visual discrimination, and visual memory exercises. ASL questions, commands, and other simple sentence structures are introduced to develop rudimentary conversational skills in ASL. Information about the Deaf Community and Deaf Culture will be introduced. Prerequisite: None</i></p>	

Wyoming Content and Performance Standards	
Standard	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
STANDARD#1	<p>Interpretive: All students will be able to use a foreign language other than English to understand and interpret spoken and written language, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. 1. Student will perform at Intermediate Low level while listening to a culturally authentic audio source.</p> <p>2. Student will perform at Intermediate Low level while viewing a culturally authentic audio-visual source.</p>

Wyoming Content and Performance Standards

	3. Student will perform at Intermediate Low level while reading culturally authentic printed material.
STANDARD#2	<p>Interpersonal: All students will be able to use a foreign language other than English to negotiate meaning through the spoken or written exchange of information, concepts, and ideas, while gaining an understanding of the relationships among the products, practices, and perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>1. Student will perform at Intermediate Low level in spoken communication (2 way) 2. Student will perform at Intermediate Low level in written communication (2 way)</p>
STANDARD#3	<p>Presentational: All students will be able to use a foreign language other than English to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. 1. Students will present at the Intermediate Low level in a spoken presentation. 2. Students will present at the Intermediate Low level in a written presentation.</p>

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/Student Centered Goals
<p>Unit 1 Language Basics and Classroom Environment: Students will interpret and produce memorized phrases to make simple requests including greetings, feelings, introductions, goodbyes, and classroom items, classroom procedures, and directions.</p>	<p>FL1.IL.1 FL1.IL.2</p>	<p>Interpret, express, and explain questions to ask for information (i.e. yes/no, WH-questions). Demonstrate and explain first time introductions and social identifications (i.e. first and last name). Identify and produce subject pronouns and sentence variations. Use affirmative and negative responses. Distinguish between where from vs. where live. Show how to answer yes/no questions by using there and here. Demonstrate how to ask for help. Use and restate verb types (i.e.location/subject-object).</p>

Scope and Sequence

		Use excuse me.
Unit 2 School: Students will describe their school life and classes, and interpret descriptions of the school lives and classes of others.	FL1.IL.1 FL2.IL.1	<p>Identify and use time signs (i.e. present, past, and future).</p> <p>Use classifiers to show the size and shape of objects, the location of objects, and where objects are placed).</p> <p>Describe and explain types of schools (i.e. residential, public/mainstream programs).</p> <p>Show how to make requests (i.e. don't mind, for me)</p> <p>Demonstrate and explain how to get a deaf person's attention.</p> <p>Understand and use modals in an ASL sentence (i.e. can, should, must, will).</p> <p>Use commands to request objects in school (e.g., pencil where).</p>
Unit 3 Weather, Date, and Time: Students will interpret and produce memorized phrases to make simple requests including weather, dates, and time.	FL1.IL.1 FL1.IL.2	<p>Interpret and rewrite the alphabet and numbers 1-100.</p> <p>Indicate time of day by using of the 5 parameters of ASL.</p> <p>Demonstrate how to count numbers vs. ordinal numbers.</p> <p>Incorporate numbers into time signs to show plural (i.e. minute, hour, day, week, and month).</p> <p>Interpret, express, and explain questions to ask for information (yes/no, WH-questions).</p>
Unit 4 Self-Description, Hobbies and Pastimes: Students will produce descriptions of themselves and others, including activities they like and dislike.	FL1.IL.1 FL1.IL.2 FL2.IL.1	<p>Use the contraction look^like.</p> <p>Use descriptive vocabulary (e.g., height, weight, hair color).</p> <p>Use colors in an ASL sentence (i.e. before or after a noun).</p> <p>Alter signs to show specific details (e.g., stripes, length of dress).</p> <p>Use and describe clothing signs (e.g., plaid, checkered, dots).</p> <p>Construct sentence key structures (i.e. topic, comment).</p> <p>Use the sign for finish (as in the extent of something, action is completed and meaning...STOP IT).</p>

Scope and Sequence

		<p>Identify, sign, and write the negatives of like, want, and know.</p> <p>Interpret adjectives and responses about feelings and emotions (i.e. satisfied not I).</p> <p>Sign all night, all day (i.e. sweeping movements).</p>
<p>Unit 5 Family: Students will interpret and produce descriptions of their family, family members and/or pets, and the families and family members of others.</p>	<p>FL3.IL.1 FL3.IL.2</p>	<p>Ask and give information about hearing status (i.e. hearing or deaf).</p> <p>Identify whether a family member knows ASL (e.g. gives the person an idea of how the deaf person grew up).</p> <p>Demonstrate and use tense signs (i.e. present, past, future).</p> <p>Incorporate numbers into personal pronouns (e.g., two of us, three of us, etc.).</p> <p>Show ways to hide a conversation so others cannot read their signs.</p> <p>Indicate age in years.</p> <p>Interpret and explain family relationships (e.g., mom, dad, aunt, cousin).</p>
<p>Unit 6 Places: Students will interpret and produce descriptions about and give directions to important places in a community. Students will make, accept and decline invitations as well as discuss future plans.</p>	<p>FL2.IL.1 FL2.IL.2</p>	<p>Sign offer and decline (e.g., offering help).</p> <p>Explain how deaf can communicate in public places (TTY, TDD, text, relay services for doctor’s offices).</p> <p>Compare and use phrases to decline.</p> <p>Distinguish between break, breakdown, shutdown, and wear out.</p> <p>Contrast and show class vs. college vs. school).</p> <p>Evaluate appropriate ways to gain a deaf person’s attention in public places.</p> <p>Identify and use wow to indicate a degree of impact or reaction.</p> <p>Explain and use verb pairs and noun forms (e.g., window vs. open window).</p> <p>Interpret and sign cities and states.</p>
<p>Unit 7 Food: Students will interpret and produce words and phrases to express needs and preferences as well as make requests for foods and/or food related items.</p>	<p>FL1.IL.3 FL3.IL.1</p>	<p>Use run out and deplete in the context of liquids and solids).</p> <p>Select and use negative modals in ASL sentences (e.g., can’t and won’t).</p>

Scope and Sequence

		<p>Use none and contractions (understand[^]none, hear[^]none, see[^]none). Identify and use classifiers that show various thicknesses, widths, and depths (e.g., CL:G, CL:BB). Ask and answer questions for how many. Use abbreviations (e.g., D-O-Z, L-B, O-Z, etc.).</p>
<p>Unit 8 Clothing and Shopping: Students will produce words to describe clothing and interpret descriptions as well as discuss where and what they would like to buy.</p>	<p>FL1.IL.3 FL3.IL.1</p>	<p>Describe colors and alter signs for specific details. Show and explain how to incorporate numbers into dollar signs. Use cents and incorporate numbers. Use blank and change when exact cents are not known. Determine quantifiers to show plural (e.g., some, few, several, a-few...4 pants or pants 4). Ask and answer questions for how many.</p>