

# Course Description

## A. COVER PAGE

<b>Date of Submission (Please include Month, Day and Year)</b>	
<b>1. Course Title</b> American Sign Language 1	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b> a-g ASL 1A & 1B	
<b>3. Transcript Course Code(s) / Number(s)</b> 7R9930 & 7R9931	
<b>4. School</b> Ocean Grove Charter School	
<b>5. District</b> San Lorenzo Valley	
<b>6. City</b> Santa Cruz	<b>10. Grade Level(s) for which this course is designed</b> <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
<b>7. School / District Web Site</b> <a href="http://www.ogcs.org">http://www.ogcs.org</a>	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>8. School Course List Contact</b> <b>Name:</b> Janelle Brewer <b>Title/Position:</b> Curriculum Specialist <b>Phone:</b> (530) 285- 3566 <b>Ext.:</b> 46 <b>E-mail:</b> jrucker@ieminc.org	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
<b>13. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If "Yes", who is the provider?</b> <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
<b>14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</b> <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, previous course title? _____ <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, course title at other school? _____ <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course <input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain: _____	

<p>15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If so, which school(s)? <u>Golden Valley and Connecting Waters Charter Schools</u></p> <p>Course title at other school _____</p>
<p>16. Pre-Requisites</p> <p>None</p>
<p>17. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>19. Brief Course Description</p> <p>American Sign Language 1 is an introduction to American Sign Language with an emphasis on vocabulary. This course includes an introduction to history and culture of deafness in America and linguistic structure and conceptual vocabulary of conversational (expressive and receptive) sign language skills. The course is designed to place initial emphasize on receptive language skills, including instruction of grammatical structures of ASL. Expressive language skills will be developed as students acquire receptive language skills.</p>

## B. COURSE CONTENT

Please refer to instructions

### 20. Course Goals and/or Major Student Outcomes

Students will:

1. Develop receptive skills.
2. Develop delivery skills.
3. Develop skills in reading the specialized written form of American Sign Language.
4. Develop skills in writing the specialized written form of American Sign Language.
5. Develop an understanding of the necessary structure basic to the American Sign Language sentence.
6. Acquire a basic functional vocabulary in American Sign Language.
7. Become familiar with the Deaf culture.
8. Develop a fluent style of delivery, including a knowledge of all handshapes.
9. Demonstrate the use of critical-thinking skills throughout the course curriculum.

### 21. Course Objectives

**Reception-** Students will:

1. Demonstrate comprehension of a short conversation, passage, or dialogue.
2. Describe the situation, characters, and action after viewing a lecture.
3. Respond accurately to questions after viewing a lecture.
4. Differentiate the different handshapes of ASL.

**Delivery-** Students will:

5. Sign dialogues naturally, displaying hand shape, facial expression, and rhythm.
6. Answer questions demonstrating dialogue comprehension.

7. Accurately sign a song.
8. Present a speech on a specified topic.
9. Give an impromptu talk on a given topic.
10. Fluently sign the finger alphabet.
11. Initiate conversation and effectively participate in class discussion.
12. Conduct a prepared interview with another student.
13. Use grammatical structures to talk about themselves using vocabulary from assigned chapters.

**Reading-** Students will:

14. Understand the coded markers and the written form of ASL.
15. Translate a written text into signing using coded markers.
16. Distinguish between correctly and incorrectly coded markers.
17. Discriminate among similar coded markers of implied meaning.

## 22. Course Outline

Following the scope and sequence of the selected text, the student will demonstrate mastery of topics in table of contents, complete the majority of the textbook, take cumulative tests, a mid-term and a final examination. Student will also complete each of the key assignments listed below. Student will master each topic with sufficient depth and breadth to meet or exceed the California Challenge Standards for Foreign Language, grades nine through twelve.

## 23. Texts & Supplemental Instructional Materials

Student will choose to use one of the following texts or another approved text -

Signing Naturally Workbook and Videotext Expanded Edition: Level 1, Bk & Video edition. Dawnsign Press.

**OR**

Basic Course in American Sign Language, Spiral edition. T J Publishers, Incorporated.

AND

Student Study Guide to a Basic Course in American Sign Language. T J Publishers, Incorporated.

AND Required texts -

Random House Webster's American Sign Language Dictionary Random House Reference.

A Loss for Words: The Story of Deafness in a Family. Walker, Lou Ann. Perennial.

## 24. Key Assignments

Student must complete these specific assignments:

1. Student will read chapters/lessons, and complete chapter exercises and review questions.
2. If appropriate, student will view video lessons. (Depends on text choice.)
3. Student will recognize, comprehend, apply, and demonstrate culturally appropriate linguistic behaviors (vocabulary selection, grammar usage, turn-taking skills, feedback signals, eye-gaze, etc.) in order to communicate with other students and signers.
4. Student will comprehend and communicate in ASL as evidenced by class work, videos and quizzes demonstrating:
  - a. Non-verbal, gestural communication, including mime, pantomime, body language, and facial expression as it applies to ASL.

- b. Growth in vocabulary, sentence structure, use of idioms and classifiers, and spontaneous conversational usage.
- 5. Student will show awareness of and respect for Deaf culture.
- 6. Student will use appropriate ASL grammatical structure.
- 7. Student will understand and use signs expressively and receptively related to:
  - a. Introducing oneself and others.
  - b. Exchanging personal information.
  - c. Talking about surroundings and where they live.
  - d. Talking about their families.
  - e. Telling about specific activities.
- 8. Student will be able to define the term ASL.
- 9. Student will know the common handshapes used in ASL.
- 10. Student will be able to fingerspell his/her name in ASL.
- 11. Student will be able to recognize and produce each letter of the fingerspelled alphabet
- 12. Student can recognize and sign numbers 1-100.
- 13. Student will read required novel. Follow up activities will include discussion and a written response paper.
- 14. Student will complete periodic assessments, including but not limited to a mid-term and final exam each semester, without outside assistance or use of notes or the text.
- 15. Education Specialist will review work on a monthly basis, and samples will be kept in a portfolio.

## **25. Instructional Methods and/or Strategies**

The instructional methods and strategies include, but are not limited to:

- Readings
- Student writings
- Library research
- Internet research
- Project-based learning
- Instructional videos

## **26. Assessment Methods and/or Tools**

Evaluation of student performance is based on individual abilities, interests, and talents. Methods by which student progress is assessed will be through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Monthly review of work by Education Specialist (credentialed teacher)
- Portfolios
- Parent facilitator and education specialist observation
- Student demonstrations
- Student grades
- Student work samples
- Written examinations
- Research projects

## **C. HONORS COURSES ONLY**

Please refer to instructions

**27. Indicate how this honors course is different from the standard course.**

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**28. Context for Course (optional)**

**29. History of Course Development (optional)**