

Renton School District No. 403
Career and Life Skills Education
American Sign Language I and II
Curriculum Guide

Adopted by the Board of Directors: April 12, 2000

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If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator 425.204.2421, 300 S.W. 7th St., Renton, WA 98055-2307.

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A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

RENTON SCHOOL DISTRICT NO. 403

GENERAL INSTRUCTIONAL GOALS

Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes--emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to--gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve

problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community

RENTON SCHOOL DISTRICT STRATEGIC PLAN:

MISSION AND BELIEFS

The mission of the Renton School District, a partnership of families, community, and employees, is to instill in each student, knowledge, skills, responsibility, and inspiration to become a life-long learner and a successful contributor to a changing, more technologically advanced and diverse society by ensuring academic achievement, mutual respect, and positive self-esteem.

We believe...

- student needs come first.
- all people have worth.
- all people can learn.
- all people have an equal right to quality education.
- education is key to the future.
- people need to experience the excitement of learning as a life-long process.
- education includes academic, social, emotional, physical and character development.
- diversity is valuable.
- each student is unique and deserves resources to match his/her needs.
- people learn in different ways which require varied teaching styles.
- talent and creativity exist in each person and can be developed.
- students can develop responsibility and accountability.
- it is important to measure and evaluate achievement.
- learning increases when basic needs are met.
- people with high self-esteem are better able to learn.
- people benefit when acknowledged for their accomplishments.
- an individual's full potential is attainable when perceived limitations are eliminated.
- shared decision making and responsibility lead to increased commitment and accountability.
- it is the responsibility of the community to actively participate in the education of children.
- extra-curricular activities are important.
- neighborhood schools are desirable for all students.
- continuous evaluation and refinement of goals and processes are necessary for educational excellence.
- family involvement and advocacy for students is crucial to academic success.
- students learn best in a safe environment.
- students benefit from positive peer support and collaboration.

- staff collaboration improves teaching and learning.
- a quality education encompasses disciplines that foster development of the whole person.

RENTON SCHOOL DISTRICT #403

VOCATIONAL-TECHNICAL EDUCATION GOALS

GOAL 1: PROVIDE HIGH QUALITY VOCATIONAL-TECHNICAL EDUCATION PROGRAMS AND SERVICE

Objectives:

- A. Assure that students completing Vocational-Technical Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K - 12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Vocational-Technical Education programs.
- D. Evaluate Vocational-Technical programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Vocational-Technical Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Vocational-Technical Education programs.

GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE

Objectives:

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Vocational-Technical programs based on existing and projected

employment needs/demands and entrepreneurial opportunities.

C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.

D. Provide family life education programs which serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.

E. Strengthen management skills for those seeking employment in worker owned and managed businesses.

F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO VOCATIONAL-TECHNICAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

Objectives :

A. Provide Vocational-Technical programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.

B. Provide access to barrier-free Vocational-Technical Education programs.

C. Actively recruit under-represented groups to all aspects of Vocational-Technical Education. Provide supportive services which promote entrance and success in Vocational-Technical programs.

GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS

Objectives:

A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.

Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.

Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

GOAL 5: PROVIDE AND MARKET VOCATIONAL-TECHNICAL EDUCATION

Objectives:

- A. Increase public awareness, understanding, and acceptance of Vocational-Technical Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Vocational-Technical Education program events and issues.

GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES**Objectives:**

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Vocational-Technical Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM**Objectives:**

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Vocational-Technical instructors regarding the effective use of advisory committees.

RENTON SCHOOL DISTRICT NO.403**Renton, Washington****CAREER AND LIFE SKILLS EDUCATION**

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its four comprehensive high schools and two alternative programs. The district also participates in two countywide Tech Prep consortia with local community and technical colleges. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills,

concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and exposure. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, and Black River High Schools. The program is comprised of the following: Careers in Education; Careers with Children; Children & Parenting; Design; Eating Well/Creative Foods; Exploring Early Childhood and Exploring Early Childhood/Work Experience; Family Health; Health Club; Independent Living; Personal Choices; Teen Language. The program also includes a comprehensive Teen Parenting component connected to the operation of a full service childcare center Parenting/GRADS; and American Sign for Teen parents. The center serves both infants and toddlers and is a workbased learning site for students enrolled in related programs. Other school district and community sites provide applied workbased learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and at the Sartori Learning Center. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. These courses are as follows: Business Communications; Business Connections 1-2; Business Connections Work Experience 1-2; Business law; Business Management; Computer Applications; Electronic Math Applications; Information Processing; Machine Transcription; Principles of Business; Record keeping; Word Processing 1-2; and Advance Word Processing. The Business Connections Workbased Learning component provides actual related job experience through workstations in the community. Business programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Workbased Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom training to prepare students for employment during and beyond high school. The **Marketing Education** and **Diversified Occupations Programs** provide students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to work. **Volunteer experiences, Internships, Job Shadows, and Service Learning** are also strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Health Careers/ Sciences Program** is reliant on clinical training stations and coordinated work experiences for students through local convalescent centers, nursing facilities, and community hospitals. This program is offered to all students in the Renton School District but operates only at Hazen High School.

Technology Education Programs are offered at all three comprehensive high school facilities. These programs are often integrated with the Science and Math departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; CAD & Computer Graphics 1-2; Computer Graphics and Communications Related Careers 1-2; Electronics and Related Careers 1-2; Engineering Drafting and Related 1-2; Fundamentals of Networking Technology 1-2; Light Duty Mechanics and related Careers 1-2; Materials Science and Technology 1-2; Metalworking, Construction, Maintenance and Related Careers 1-2; Power and Energy 1-2; Principles of

Technology 1-2; Video Production 1-2; Woodworking, and Construction, Maintenance and Related Careers.

Integrated instruction has been the focus of the Career and Life Skills instructional team for the past several years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for vocational funding, the district has made the commitment to operate them in collaboratively with a related academic instructor. These **Applied Vocationally Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology; and Principles of Technology.

Renton School District has made a commitment to provide vocational training and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to allow several offerings, the district has entered into interdistrict cooperative agreements with surrounding districts to accept students on a space available basis. There are four such **special programs**: **Building Maintenance** operates at the Sartori Learning Center and the **Career Ladders/Community Classroom** is offered at Valley Medical Center. The **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School and **Health Careers** section is located at Hazen High School.

The district is also a partner in the Vocational/Special Education consortium of King County School Districts. The primary purpose of this participation is to make Vocational-Technical Education more accessible to persons with disabilities, provide additional inservice opportunities to all instructors and support to vocational instructors as they provide applied learning opportunities to special needs students.

RENTON SCHOOL DISTRICT NO. 403

CAREER AND LIFE SKILLS EDUCATION

MISSION STATEMENT

The mission of career and life skills education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

THREE BELIEFS

A. Beliefs about individual needs

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

B. Beliefs about society's expectations

1. All learners must be prepared to become ethical, responsible and contributing world citizens.

2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

C. Beliefs about systems that care for and support learners

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

American Sign Language I-II History

Current employment information and inquiry by many parents within the school district relative to offering American Sign Language as an introduction to a career pathway and/or a Work Language initiated study in the fall of 1997. At that time, the Career and Life Skills staff focusing on programs expansion and student interest developed and administered a survey in all three comprehensive high schools. The results clearly identified American Sign Language as one of several areas of interest.

During the same year, Career and Life Skills staff began working with the King County Advisory Committee for American Sign Language and the instructional staff and Program Administrator at Seattle Central Community College. This partnership focused on curriculum development and program articulation, which would support the implementation of a Tech Prep sequence emphasizing direct transcription of college credit for demonstration of competence through the high school program. The committee also assisted with facility design. Equipment and instructional material specifications, and instructor recruitment and selection. The pilot curriculum proposal was developed and submitted to the Renton School District for review and approval in the spring of 1998.

In March 1998, the Broadcaster, a newsletter published by the National Association of the Deaf, listed numerous career opportunities for people trained in American Sign Language. Interpreter positions, which require a Bachelor degree in interpreting and one year of experience or an Associate of Arts degree in interpreting and three years of experience, pay between \$19,000 and \$28,000 to start based on proficiency and experience. Also listed were the following job titles: Deaf

Case Manager/Advocate; Director of Oregon School for the Deaf, Staff Interpreters at several universities; Statewide Coordinator of Deaf Services; Program Coordinator for Deaf Language Services at Hospitals; Speech Language Pathologist/Audiologist Residential Living Specialist; Human Services Technician at Psychiatric Hospitals; and American Sign Language Faculty from high school through university level. These are just some of the current positions available and illustrate a broad range of salary and educational levels for a career path that can lead student to increasing responsibility, salary and status. And substantiated the employment opportunities in related fields which may or may not require a four-year baccalaureate degree. As well, the Higher Education Coordinating Board determined that a rigorous curriculum and instructional program in American Sign Language which was a program growing in popularity throughout the state would meet the Foreign/World Language university requirement.

The program was launched as a pilot in the fall of 1999 with two sections at Renton High School and has been expanded to three in the 1999-2000 school year. The advisory committee is still active and plays a vital role in the operation of the program and maintenance of the curriculum and relate processes. The most recent focus of this group was the design development process connected to the remodel of Renton High School.

American Sign Language

Overview

Provides an introduction to American Sign Language, the language used by the Deaf community. Emphasizes vocabulary development, numbers, fingerspelling and introduction to the syntax and grammar of ASL through conversational phrases, dialogues and videotapes. Class is primarily conducted in sign language with no voice. Students receive instruction about Deaf culture and history throughout the year, and explore vocational opportunities related to deafness and sign language. Good attendance is mandatory as the skills of signing and reading signs depend upon daily class practice and participation. Daily homework is required. Meets world language requirements for high school graduation and many college admission programs.

American Sign Language Program Goals

- Renton School District students in American Sign Language will develop an appreciation of the Deaf culture by exploring and participating in a variety of cultural activities and experiences.
- Renton School District students in American Sign Language will communicate using language concepts developed through participation and application.
- Renton School District students in American Sign Language will participate in a variety of language and cultural situations to enhance communication.

American Sign Language Program Standards

All American Sign Language I & II students will perform at the following levels:

- Demonstrate understanding of the Deaf culture and relay through performances, compositions, discussions, and/or a variety of artistic expressions such as drama, posters and folklore.
- Acquire concepts of language such as grammar, vocabulary, and signs, through individual and group performances, structured written activities, and/or watching simple text(s) and/or media.
- Acquire conversational skills to communicate familiar topics and situations through dialogues, role-playing, and/or presentations.

- Maintain current records (portfolio) to demonstrate individual student progress.

American Sign Language

Objectives/Outcomes

Unit 1: Introducing Oneself

Objective: Students will demonstrate the ability to introduce themselves to another person through sign.

Outcomes:

At the completion of this unit, the student will be able to:

1. Introduce oneself to a Deaf person.
2. Interpret an introduction from a Deaf person.
3. Confirm information received from a Deaf person.
4. Correct information signed to a Deaf person.
5. Develop strategies for appropriately learning American Sign Language.

Unit 2: Exchanging Personal Information

Objective: Students will sign about being deaf or hearing impaired, express where they are learning sign language and respond to information from a signer.

Outcomes:

At the completion of this unit, the student will be able to:

1. Identify if a person is deaf or hearing.
2. Describe where they are learning sign language.
3. Respond appropriately to information from a signer.
4. Demonstrate how to respond yes or no to questions.
5. Clarify who what where questions from a signer.
6. Demonstrate understanding of the deaf and relay through performances, composition, discussions and expressions such as a drama, posters and folklore.

Unit 3: Communicating about surroundings

Objective: Student will demonstrate the ability to ask questions through sign relative to location, express their desires/needs, correct information about their signing, develop signs for school vocabulary, colors, and foods.

Outcomes:

At the completion of this unit, the student will be able to:

1. Ask and tell about where a place is located in their surroundings.
2. Express their desires/needs.
3. Further correct information about their expressive signing.
4. Demonstrate signing about school vocabulary.
5. Use basic signs about colors and foods.
6. Illustrate geographical and historical awareness of the deaf culture through presentation, compositions, and discussions.

Unit 4: Telling where you live

Objective: Students will demonstrate the ability to communicate (through sign) how to ask questions and understand responses regarding a location, basic transportation vocabulary, and combine noun/verb pairs.

Outcomes:

At the completion of this unit, the student will be able to:

1. Communicate information about signage that relate to locations and directions.
2. Describe modes of basic transportation
3. Demonstrate communication by using landmarks.
4. Combine noun/verb pairs.

Unit 5: Talking about your family

Objective: The student will demonstrate the ability to communicate personal and family relationships.

Outcomes:

At the completion of this unit, the student will be able to:

1. Inquire about a person's family
2. Respond to questions regarding their family.
3. Incorporate possessive pronouns in expressive signing.
4. Understand possessive pronouns from a signer.
5. Respond to basic yes/no questions.
6. Demonstrate cultural differences in everyday life such as family relationships and group dynamics.

Unit 6: Reconstruct Activities

Objective: The student will demonstrate the ability to describe time markers and related activities through sign.

Outcomes:

At the completion of this unit, the students will be able to:

1. Describe time markers.
2. Describe daily activities.
3. Express opinions regarding activities.
4. Express reasons for missing an activity.
5. Communicate and express numbers and the value of numbers as they relate to an activity.

Unit 7: Communicating Directions

Objective: Understands and describes confirmation, negation, and correction.

Outcomes:

At the completion of this unit, the students (through sign language) will be able to:

1. Request direction to a destination.
2. Communicate directions to a location.

3. Express needs regarding hunger and thirst.
4. Describe appropriate ways to interrupt conversations.

Unit 8: Describing Another Person

Objective: Students will use descriptive markers to identify people.

Outcomes:

At the completion of this unit, the students will be able to:

1. Identify person in a room.
2. Inquire for information regarding a person's description.
3. Present information regarding a person not present in the room.
4. Comprehend and describe using the who-question:
5. Interpret and describe body parts.
6. Identify and describe clothing.

Unit 9: Making Requests

Objective: Students will understand various types of verbs, role shifting, and how to give locations and commands.

Outcomes:

At the completion of this unit, the students will be able to:

1. Comprehend and describe special and inflecting verbs.
2. Interpret and describe role shifting.
3. Present the specific location of an object in a room.
4. Understand and describe commands.
5. Express sign vocabulary for money numbers.

Unit 10: Family and Occupations

Objective: Explain the relationships within a family and their various occupations.

Outcomes:

At completion of this unit, the students will be able to:

1. Comprehend and describe family relationships.
2. Clarify the age of family members.
3. Define relationships among family members.
4. Declare and list order of relatives.
5. Interpret and describe occupations.

Unit 11: Attribute and Qualities

Objective: Students will be able to describe and understand cultural traditions and personal attributes that relate to the deaf culture.

Outcomes:

At the end of this unit, the students will be able to:

1. Comprehend the use of adjectives to describe a person's attributes.

2. Express contradicting opinions.
3. Sign a story using one-character role shifting.

Unit 12: Communicating Routines

Objective: Student will have the ability to describe daily routines and the location where they occur.

Outcomes:

At the end of this unit, the students will be able to:

1. Describe daily routines.
2. Comprehend signs and directions that relate to daily routines.
3. Comprehend signs, which describe areas of a building.
4. Describe routines using time signs.
5. Comprehend and express clock signs.

American Sign Language

Scope and Sequence

Unit I. Introducing Oneself; Asking for and giving names; confirming information.

A. Grammar

- Yes/No questions
- Wh-question: What
- Personal pronouns
- Spacial Referencing
- Numbers: 1-10

B. Deaf Culture

- Deaf Awareness quiz
- Strategies for Learning

C. Employability

- Discussion: Why learn sign language?

Unit II. Exchanging Personal Information; Asking deaf/hearing; Where learning sign; and responding to information.

A. Grammar

- Agent marker
- Yes/No question
- Wh-question: where
- Negation

B. Deaf Culture

- Forming questions
- Which hand do I use?
- *For Hearing People Only

Unit III. Talking About Surroundings; Asking/telling where; expressing wants; correcting information; school vocabulary; colors; and foods.

A. Grammar

- Real-world orientation
- Non-manual markers
- "CS", "far away"
- Numbers 10-20

B. Spacial Agreement

- *For Hearing People Only

Unit IV. Telling Where You Live; Asking/telling where; transportation vocabulary.

A. Grammar

- Wh-question: /Where
- HOW real world orient
- Noun-verb pairs

B. Deaf Culture

- When do I fingerspell?
- *For Hearing People Only

C. Employability

- Discussing importance of familiarity with Deaf culture in work settings.

Unit V. Talking About Your Family; Asking/telling about siblings, marital status and children.

A. Grammar

- Possessive pronouns
- Yes/No questions

B. Deaf Culture

- *For Hearing People Only

Unit VI. Telling About Activities; Apologizing, giving reasons, giving opinions.

A. Grammar

- Time signs

- Wh#DO+ +
- US-TWO
- Listing activities
- Numbers 26-30
- Multiples of 5

B. Deaf Culture

- Keeping each other informed
- *For Hearing People Only

Unit VII. Giving Directions; Asking/telling where, Explaining need, interrupting conversations, and time vocabulary.

A. Grammar

- Ordinal numbers
- Topic/comment structure
- Spacial referencing

B. Deaf Culture

- *For Hearing People Only
- Employability
- Introduction to Interpreting
- What is an Interpreter?

Unit VIII. Describing Others; Identifying present people, confirming: THAT-ONE, correcting: "wave-no".

A. Grammar

- Wh-question: WHO
- Descripting classifiers
- Body parts/clothing
- Numbers: multiples 5,10,11

B. Deaf Culture

- *For Hearing People Only
- Employability
- Introduction to Deaf related fields

Unit IX. Making Requests; Giving locations, giving commands, offering assistance, accepting/declining offer, asking for clarification.

A. Grammar

- Spacial verbs
- Inflecting verbs
- Spatial referencing

- Role Shifting
- Money numbers
- Numbers 51-98

B. Deaf Culture

- *For Hearing People Only

Unit X. Family and Occupations; Explaining relationships, asking/telling how long, asking/telling how old.

A. Grammar

- Possessive pronouns
- Wh-question: HOW-OLD
- HOW-LONG
- Listing principle; ranking
- Family members
- Age numbers
- Numbers 67-100

B. Deaf Culture

- *For Hearing People Only

C. Employability

- Guest Speaker: Certified Interpreter
- Modes of Communication
- Role of the Interpreter/Job Skills
- Writing a resume

Unit XI. Attributing Qualities to Others; Contradicting opinions: BUT

A. Grammar

- One-character role shift

B. Deaf Culture

- *For Hearing People Only

Unit XII. Talking About Routine; Solving conflicts, telling what time.

A. Grammar

- Temporal sequencing
- Time signs: frequency
- Clock numbers

B. Deaf Culture

- *For hearing people only

*Student Leadership development is an integral component through the curriculum and program. (See Appendix)

American Sign Language

Instructional Materials

Course Book

A Basic Course in American Sign Language by Tom Humphries, Carol Padden, Terrance T. J. O'Rourke

Reference Books

The ASL Phrase Book by L. Fant
 Deaf Heritage by F. Alexander, J. R. Gannon
 For Hearing People Only by M. Moore, L. Levitan

Videotapes
 Deaf Culture by Sign Enhancers
 Bravo

American Sign Language

Evaluation

Evaluation of students in the American Sign Language class toward the attainment of the objectives listed in this guide will be measured in a variety of ways. These include the following:

Performances, discussions, and/or artistic expressions to be evaluated by teacher and/or peers according to appropriate demonstration of language use, logical and accurate illustration of geography and history, and demonstrated appreciation of cultural differences of everyday life.

Performances and/or structure written activities to be evaluated by teacher and/or peers according to accurate understanding of vocabulary, accurate production and inflection, demonstration of receptive comprehension, and appropriate use of grammar, syntax, and vocabulary.

Dialogues, role-playing, and presentations to be evaluated by teacher and/or peers according to appropriate application of verbal and non-verbal communication skills, creations of short original works, logical combination of vocabulary elements, and appropriate conversational skills.

LEADERSHIP AND VOCATIONAL PLAN

AMERICAN SIGN LANGUAGE

RENTON HIGH SCHOOL

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LEADERSHIP AREAS	STUDENTS WILL:	VOCATIONAL ASPECTS	INTEGRATED INTO CURRICULUM
<p><u>Area 1: Introduction to Leadership</u></p> <p>Students will develop an understanding and demonstrate a knowledge for the purpose of Student Leadership in Vocational Education.</p>	<p>*Discuss the purpose of developing personal and group leadership skills.</p> <p>*Determine the skills that will help me function in family, community and work settings.</p>		
<p><u>Area 2: Personal Qualities</u></p> <p>Students will demonstrate personal qualities necessary to function in a family, community and work setting.</p>	<p>*Determine the importance of values and goals.</p> <p>*Identify short and long term goals related to learning sign language and ASL interpreting.</p> <p>*Write down necessary steps to carry out goal.</p> <p>*Describe how personal values are reflected in work ethics.</p>	<p>Introduction to Interpreting</p> <p>What is an Interpreter?</p> <p>Modes of communication</p> <p>Role of the Interpreter</p> <p>Code of Ethics</p>	<p>Chapter 1: <u>Interpreting: An Introduction</u> by N. Frishberg</p> <p>ASL Interpreters videotape</p>
<p><u>Area 3: Interpersonal Skills</u></p> <p>Students will</p>	<p>*Demonstrate how to work cooperatively with other interpreters and professionals in the field.</p> <p>*Provide for positive role models</p>	<p>Guest Speaker</p> <p>Certified ASL Interpreter</p>	

<p>become aware of and demonstrate interpersonal skills needed to function in a global society.</p>	<p>in actions, behaviors & attitudes towards deafness.</p> <p>*Identify and write down goals for self.</p> <p>*Determine whether goals is conceivable, achievable, and can be measured.</p> <p>*Write down necessary steps to carry out each goal. Evaluate each step.</p> <p>*Manage and resolve positive stress and adversity in the interpreting setting.</p>		
<p><u>Area 4: Communication Skills</u></p> <p>Students will be able to communicate effectively in family, community, and work situations.</p>	<p>*Students will actively "listen" and carry out signed and oral instructions.</p> <p>*Will prepare formal and informal written materials.</p>	<p>Introduction to related fields:</p> <p>Deaf Education</p> <p>Audiology</p> <p>Speech Pathology</p> <p>Vocational Rehabilitation</p>	<p>Assigned Research Project on Related Fields presented in class.</p>
<p><u>Area 5: Community</u></p> <p>Students will develop an understanding and demonstrate a knowledge of how to work effectively in the community.</p>	<p>*Recognize the differences and values of the Deaf and hearing communities.</p>	<p>Participation in appropriate events offered by the Deaf community in the Seattle area.</p>	<p>Ongoing readings about Deaf Culture <u>for Hearing People Only</u></p> <p>Videotape autobiographies of Deaf Leaders</p>

<p><u>Area 6: Personal and Tech Resources.</u></p> <p>Students will be able to utilize personal and technological resources to make decisions for the family, community and workplace.</p>	<p>*Research and identify the use of technological tools related to deafness; hearing aides, computer speech training.</p> <p>*Explain the ethical conflict of cochlear implants the Deaf Community.</p>	<p>Students will learn to use TDD to be able to interact with a deaf caller in a work setting.</p>	<p>Using Your TDD; Videotape</p> <p>Cochlear Implants: videotape</p> <p>Articles on cochlear implants and Deaf culture.</p>
<p><u>Area 7: Group Dynamics</u></p> <p>Students will demonstrate organizational skills in large and small group situations.</p>	<p>*Understand team skills</p> <p>*Develop group facilitation skills</p> <p>*Conduct an effective small group meeting.</p>		<p>Class project assignment of expressive skit (students brainstorm, write and perform skit in ASL).</p>
<p><u>Area 8: Employability Skills</u></p> <p>Students will understand and demonstrate effective employability skills.</p>	<p>*Identify behaviors to establish successful working relationships as an interpreter.</p> <p>*Identify means of dealing with conflict resolution as an interpreter.</p> <p>*Identify and demonstrate proper work ethics as an interpreter.</p>	<p>Guest Speaker</p> <p>Certified Interpreter</p>	

Essential Academic

Learning

Requirements

American Sign Language

- Arts
- Communication

- Mathematics
- Science
- Writing

Washington State Essential Academic Learning Requirements in Arts

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

<p>Benchmark</p>	<p>Unit/Activity</p>	<p>Performance Level</p>	<p>Reference** (References identified are not totally inclusive)</p>
<p>1.1 Understand and apply arts concepts and vocabulary to communicate ideas.</p> <p>Understand and apply common concepts in all the arts: craftsmanship, function.</p>			
<p>1.2 Organize arts elements into artistic compositions.</p> <p>Purposefully organize arts elements for a specific application.</p>			
<p>1.3 Use and develop arts skills and techniques to solve problems and express ideas.</p>			

Assess and refine technique to improve personal performance/products.			
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Washington State Essential Academic Learning Requirements in Art

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
<p>1.4 Use skills of craftsmanship to produce quality work.</p> <p>Develop habits of craftsmanship to produce quality work: persistence, self-discipline, technical skills.</p>			
<p>2.2 Generate and analyze solutions to problems using creativity and imagination.</p> <p>Identify, analyze, and solve a problem in an expressive and imaginative way.</p>	<p>Unit 4</p> <p>Transportation colors</p>	Moderately skilled	Units 4:1, 4:2
<p>3.1 Use image, sound, action, and movement through the arts to express individual ideas for a specific purpose.</p> <p>Communicate for a variety of functions and audiences, for example, design a video job interview; make a senior</p>	<p>Units 11 and 12</p> <p>Storytelling</p> <p>Song signing</p>	Moderately skilled	Units 11:2, 12:3

project.			
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Washington State Essential Academic Learning Requirements in Art

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
4.1 Use arts skills and knowledge in other subject areas. Apply artistic processes to both enhance and demonstrate learning in other subjects.			
4.4 Recognize the influence of the arts in shaping and reflecting cultures and history. Understand how technological advances change the way cultures express and interpret meaning.	Unit 8 Internet access to foreign signs; multicultural discussion	Limited Practice	Unit 8: 1, 8:2, 8:3

Washington State Essential Academic Learning Requirements in Art

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

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Benchmark	Unit/Activity	Performance Level	Reference**
4.5 Incorporate arts knowledge and skills into the workplace. Use art skill and knowledge to present ideas, inform, persuade or design products.			
4.5 Collaborate to design a project developing his or her own criteria.	Unit 10 and 11; family tree storytelling	Moderately skilled	Units 10:1, 10:2, and 11:2

Washington State Essential Academic Learning Requirements in Communication

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference** (References identified are not totally inclusive)
1.1 Focus attention. a. Use attention level appropriate for particular circumstances and contexts.	Unit 1, 2, 3, 4, 5, and 6 Attending to signer; respond to signer; small	Skilled	Units 1:1, 2:1, 2:2, 3:2, 4:1, 5:2, 6:1, 6:2, and 6:3

<p>b. Analyze and reflect on ideas while paying attention and listening in a variety of situations.</p>	<p>groups</p>		
<p>1.2 Listen and observe to gain and interpret information.</p> <p>a. Interpret and draw inferences from verbal and non-verbal communication.</p> <p>b. Draw inferences based on visual information and/or people’s behavior.</p> <p>c. Explore different perspectives on viewing a range of visual texts.</p> <p>d. Listen for, identify and explain: Information vs. persuasion; inferences; emotive rhetoric vs. reasoned arguments.</p> <p>e. Use a variety of effective listening strategies.</p>	<p>Unit 1, 2, and 8</p> <p>ASL games, emotions</p> <p>Small group activities</p> <p>Daily chat circle</p>	<p>Skilled</p>	<p>Units 1:1, 1:2, 2:1, 2:2, and 8:1</p>

Washington State Essential Academic Learning Requirements in Communication

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

<p>Benchmark</p>	<p>Unit/Activity</p>	<p>Performance</p>	<p>Reference**</p>
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		Level	
<p>1.3 Check for Understanding by asking questions and paraphrasing.</p> <p>a. Ask questions to interpret and evaluate oral and visual contexts based on information from a variety of sources.</p> <p>b. Paraphrase to expand and refine understanding.</p> <p>c. Make judgments and inferences.</p> <p>d. Ask questions to refine and verify hypotheses.</p> <p>e. Use a variety of listening skills.</p>	<p>Unit 1, 2, 6, 7, and 8</p> <p>Introductions;</p> <p>Small group exchange;</p> <p>Summary writing;</p> <p>Daily activities</p>	Moderately Skilled	<p>Units 1: 1, 1:2, 2:1, 6:1, 6:2, 6:3, 7:1, and 8:2</p>

Washington State Essential Academic Learning Requirements in Communication

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
<p>2.1 Communicate clearly to a range of audiences for different purposes.</p> <p>a. Communicate effectively with</p>	<p>Units 3, 5, and 9</p> <p>Requests for food and drink;</p>	Moderately Skilled	<p>Units 3:2, 5:1, 5:2, 9:2, and 9:3</p>

<p>different audiences. b. Identify and use different forms of oral presentation.</p>	<p>Family tree; Role playing; Requests and commands</p>		
<p>2.2 Develop content and ideas. a. Use a variety of content to convey messages to a chosen audience. b. Access and use a variety of primary and secondary sources. c. Create a comprehensive and organized presentation with a clear sequencing of ideas and transitions. d. Make a well reasoned, insightful presentation supported by related details.</p>	<p>Unit 11 Biographies and Presentations</p>	<p>Moderately Skilled</p>	<p>Units 11:1</p>

Washington State Essential Academic Learning Requirements in Communication

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
<p>2.3 Use effective Delivery.</p>	<p>Unit 1, 2, 6, and 12</p>	<p>Skilled</p>	<p>Units 1:1, 1:2, 2:1, 6:2, 12:1, and 12:2</p>

<ul style="list-style-type: none"> a. Vary tone, pitch, and pace of speech to create effect and aid communication. b. Project voice well. c. Use good posture and eye contact. d. Skillfully use facial expression, body movement, and gestures to convey tone and mood appropriate to the audience and message. 	<p>Video pals; Class presentations; Videotape performances</p>		
<p>2.4 Use effective language and style.</p> <ul style="list-style-type: none"> a. Speak using standard grammar. b. Use a variety of sentence structures. c. Use language that is interesting and well suited to the topic and audience. 	<p>Units 7, 10, and 12</p> <p>Day in the Life Presentation;</p> <p>Videopals;</p> <p>Small group discussions</p>	<p>Skilled</p>	<p>Units 7:1, 10:2, and 12:1</p>

Washington State Essential Academic Learning Requirements in Communication

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

<p>Benchmark</p>	<p>Unit/Activity</p>	<p>Performance Level</p>	<p>Reference**</p>

<p>2.5 Effectively use action, sound, and/or images to support presentations.</p> <p>a. Communicate messages through oral, artistic, graphic, and/or multimedia presentations.</p> <p>b. Demonstrate sophisticated use of available technology to present ideas and concepts.</p>	<p>Unit 12</p> <p>Song sign presentations; Whole group and Videotape</p>	<p>Moderately Skilled</p>	<p>Unit 12:1, 12:2, and 12:3</p>
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Washington State Essential Academic Learning Requirements in Mathematics

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

<p>Benchmark</p>	<p>Unit/Activity</p>	<p>Performance Level</p>	<p>Reference**</p> <p>References identified are not totally inclusive</p>
<p>1.1 Understand and apply concepts and procedures from number sense.</p> <p>Number and Numeration</p> <p>a. Explain the magnitude of numbers by comparing and ordering real numbers.</p> <p>b. Understand and</p>	<p>Unit 1, 10, and 12</p> <p>Numbers; ages; rankings; clock time</p>	<p>Moderately Skilled</p>	<p>Units 1:2, 10:1, and 12:3</p>

apply the concepts of ratio and both direct and indirect proportion.			
1.1 Computation a. Understand operations on rational numbers. b. Use mental arithmetic, pencil and paper, calculator or computer as appropriate to the task involving rational numbers.	Unit 3 Trivia game	Exposure	Unit 3:1

Washington State Essential Academic Learning Requirements in Mathematics

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
1.1 Estimation Identify situations involving real numbers in which estimation is sufficient and computation is not required.	Unit 6 Weekly activities summary; large group "chat" activity	Moderately Skilled	Units 6:1, 6:2
1.2 Understand and apply concepts and procedures from measurement.			

Attributes and Dimensions a. Understand how changes in dimension affect perimeter, area, and volume. b. Measure objects and events directly or use indirect methods such as finding the volume of a cone given its height and diameter.			
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Washington State Essential Academic Learning Requirements in Mathematics

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
1.2 Approximation and Precision a. Understand that the precision and accuracy of measurement is affected by the measurement tools and calculating procedures. b. Use estimation to obtain reasonable approximations.			
1.2 Systems and Tools			

<ul style="list-style-type: none"> a. Understand the benefits of standard units of measurement and the advantages of the metric system. b. Compare, contrast, and use both the US and SI systems. c. Select and use tools that will provide an appropriate degree of precision. 			
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Washington State Essential Academic Learning Requirements in Mathematics

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
1.3 Understand and apply concepts and procedures from geometric sense. Understand and use coordinate grids.			
1.4 Understand and apply concepts and procedures from probability and statistics. Statistics <ul style="list-style-type: none"> a. Collect data using appropriate methods and technology. b. Organize and display data in appropriate forms such as tables, graphs, 	Unit 8 Graphing	Limited Practice	Units 8: 1, 8:2, and 8:3

scatter plots, and box plots.		
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Washington State Essential Academic Learning Requirements in Mathematics

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
1.4 Prediction and Inference a. Design and conduct experiments to verify or disprove predictions. b. Understand and make inferences based on the analysis of experimental results.	Unit 2 Predictions	Exposure	Unit 2: 1
1.5 Understand and apply concepts and procedures form algebraic sense. a. Understand, develop, and express rules describing patterns. b. Translate among tabular, symbolic, and graphical representations of relations.			

Washington State Essential Academic Learning Requirements in Mathematics

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
2.1 Investigate situations <ul style="list-style-type: none"> a. Analyze and use multiple strategies. b. Identify what information is missing or extraneous and compensate for it. c. Analyze an unproductive approach and attempt to modify it or try a new approach. 			
2.2 Formulate questions and define problems. <ul style="list-style-type: none"> a. Identify questions to be answered in complex situations. b. Define problems in complex situations. c. Identify the unknowns in complex situations. 			

Washington State Essential Academic Learning Requirements in Mathematics

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

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Benchmark	Unit/Activity	Performance Level	Reference**
2.3 Construct solutions. a. Organize and synthesize information from multiple sources. b. Apply appropriate methods, operations, and processes to construct a solution.			
3.1 Analyze information. Interpret and integrate information from multiple sources.	Unit 5 Research on education of deaf children	Limited Practice	Unit 5:2
3.2 Predict results and make inferences. Make and explain conjectures and inferences based on analysis of problem situations.	Unit 5 Research on education of deaf children	Limited Practice	Unit 5:2

Washington State Essential Academic Learning Requirements in Mathematics

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
3.3 Draw conclusions and verify results. a. Support arguments and justify results	Unit 5 Research on education of deaf children	Limited Practice	Unit 5:2

<p>using inductive and deductive reasoning.</p> <p>b. Check for reasonableness of results.</p> <p>c. Reflect on and evaluate procedures and results and make necessary revisions.</p>			
<p>4.1 Gather information.</p> <p>Develop or select an efficient system for collecting information.</p>	<p>Unit 4</p> <p>Interviews</p>	<p>Limited Practice</p>	<p>Unit 4: 1, 4: 2</p>

Washington State Essential Academic Learning Requirements in Mathematics

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
<p>4.2 Organize and interpret information.</p> <p>Organize, clarify, and refine mathematical information in multiple ways: reflecting, verbalizing, discussing, or writing.</p>	<p>Unit 8</p> <p>Compare/contrast diagrams</p>	<p>Limited Practice</p>	<p>Unit 8: 1, and 8: 2</p>
<p>5.2 Relate mathematical concepts and procedures to other disciplines.</p> <p>a. Extend mathematical</p>			

thinking and modeling in other disciplines. b. Apply mathematical thinking and modeling in other disciplines.			
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Washington State Essential Academic Learning Requirements in Science

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
1.1 Use properties to identify, describe, and categorize substances, materials, and objects. a. Relate the physical and chemical properties of materials to their underlying structure. b. Describe the properties and organizational pattern used to classify chemical elements. c. Use physical and chemical properties to identify unknown substances.			References identified are not totally inclusive
1.3 Measure properties			

and characteristics. Use appropriate tools, units, and procedures to obtain accurate quantitative information related to physical and chemical properties.		
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Washington State Essential Academic Learning Requirements in Science

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference **
1.4 Recognize the components, structure, and organization of systems and the interconnections within and among them. a. Describe the subatomic structure of atoms as interacting electrons, protons, and neutrons, that are held together by electric forces. b. Understand how an element’s atomic structure determines its properties and the molecules it can form.			
1,5 Understand that interactions within and among systems cause changes in matter and energy.			

<ul style="list-style-type: none"> a. Explain how the rate of phase change such as evaporation or condensation is influenced by temperature and pressure. b. Compare and contrast chemical, physical, and nuclear changes, including factors such as temperature of reactants. c. Describe transformations of energy among various forms in the universe and on earth. d. Understand that temperature is the measure of the average motion of particles in a substance. e. Understand the Law of Conservation of Matter and Energy. f. Compare and contrast the properties of rocks and minerals. g. Describe how rocks are trans-formed through processes at and below the earth’s surface, and the rate at which these changes occur. 			
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Washington State Essential Academic Learning Requirements in Science

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

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Benchmark	Unit/Activity	Performance Level	Reference**
<p>2.1 Plan and implement scientific investigations.</p> <ul style="list-style-type: none"> a. Draw inferences based on observations. b. Identify questions and concepts which could guide scientific investigations: define problem; formulate testable hypotheses and use them to guide the inquiry and essential resource requirements: and identify the known facts and acceptable parameters. c. Select appropriate tools, methods, resource requirements, and safety issues and identify the sequential steps to be followed in an investigation. d. Analyze and refine the experimental design, and conduct an experiment controlling appropriate variables individually and or with others. e. Formulate and revise scientific explanations and models using logic and evidence. f. Communicate accurately the approach, methods, results, conclusions, and known 	<p>Unit 3</p> <p>Guessing game (face expressions)</p>	<p>Exposure</p>	<p>Unit 3: 1</p>

<p>limitations of the investigation in a manner that allows the results to be understood.</p> <p>g. Know and use safe approaches in investigations.</p>			
<p>2.2 Think logically, analytically, and creatively.</p> <p>a. Use analytical thinking to examine the question/problem from different points of view.</p> <p>b. Evaluate evidence to determine scientific validity of claims and explanations.</p> <p>c. Use scientific knowledge to compare, order, and categorize in complex situations.</p> <p>d. Identify and explain the thought processes used in conducting a scientific investigation.</p>	<p>Unit 8</p> <p>Multicultural investigation; comparison of Old English sign and Modern signs</p>	<p>Limited Practice</p>	<p>Unit 8: 1, 8:2, and 8:3</p>

Washington State Essential Academic Learning Requirements in Science

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

<p>Benchmark</p>	<p>Unit/Activity</p>	<p>Performance Level</p>	<p>Reference**</p>
<p>2.3 Practice the principles</p>			

<p>of scientific inquiry.</p> <ul style="list-style-type: none"> a. Record, display, and report data accurately. b. Understand the proprietary nature of scientific discoveries. c. Evaluate the alternative scientific explanations in an open, intellectually honest way. d. Analyze the existing knowledge about a question/problem to determine what is as yet unknown and unanswered; propose strategies to learn more. e. Recognize in what ways faulty procedures can affect the results of scientific inquiry. f. Recognize useful information can result from both successful and unsuccessful and unsuccessful scientific investigations. g. Pursue scientific inquiry by continually evaluating investigative strategies and modifying them appropriately. 			
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Washington State Essential Academic Learning Requirements in Science

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
<p>2.4 Understand the relationship between evidence and scientific explanation.</p> <ul style="list-style-type: none"> a. Understand factors that limit the extent of scientific investigation. b. Understand that scientific principles, theories, and laws are logically consistent, abide by rules of evidence, are open to question and modifications, are based on historical and current scientific knowledge, and are invented by acts of imagination, intelligence, and logic through scientific investigation. 			

Washington State Essential Academic Learning Requirements in Science

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**

<p>3.1 Identify problems and challenges in which science knowledge and skill can be applied.</p> <p>a. Identify a challenge or problem of interest to students which lends itself to being resolved through the application of science/technology.</p> <p>b. Define the components of a problem and criteria of a suitable solution.</p>			
<p>3.2 Research, design, and test a variety of ways to address problems and/or challenges.</p> <p>a. Research, design, test alternative solutions to a science/technology challenge.</p> <p>b. Identify and describe the risks/benefits, trade-offs, and constraints when developing alternative solutions.</p>			

Washington State Essential Academic Learning Requirements in Science

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance	Reference**
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		Level	
<p>3.3 Evaluate solutions and consequences.</p> <p>a. Using criteria for a suitable solution, compare and evaluate solutions and consequences.</p> <p>b. Using the evaluation results, determine which solution is best and predict the consequences of its implementation.</p>			
<p>4.1 Use listening, observing, and reading skills to obtain science information.</p> <p>a. Demonstrate comprehension by asking clarifying questions, contributing to the conversation, and paraphrasing the information presented.</p> <p>b. Read, comprehend, and critique scientific information from popular, academic, technical, and telecommunication sources.</p>			

Washington State Essential Academic Learning Requirements in Science

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

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Benchmark	Unit/Activity	Performance Level	Reference**
<p>4.2 Use writing and speaking skills to organize and express science ideas.</p> <p>a. Produce science and technical reports and explanations that are coherent, logical, and scientifically accurate.</p> <p>b. Use science vocabulary appropriately in written explanations, conversations, and verbal presentations.</p>			

Washington State Essential Academic Learning Requirements in Science

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
<p>4.3 Use effective communication strategies and tools to prepare and present science information.</p> <p>a. Produce science products using standard and advanced software features as</p>			

<p>available.</p> <p>b. Use available science software programs, computer equipment, telecommunication systems, and peripherals to access information and conduct scientific investigations as available.</p> <p>c. Select and use appropriate science data and strategies to effectively present a clear and persuasive position to an audience.</p>			
<p>5.1 Use Mathematics to enhance scientific understanding.</p> <p>a. Use mathematical relationships to understand results from scientific investigations.</p> <p>b. Use mathematics to represent and describe a situation resulting from scientific investigations.</p>			

Washington State Essential Academic Learning Requirements in Science

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance	Reference**
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		Level	
5.2 Understand the relationship between science and technology.			
<ul style="list-style-type: none"> a. Investigate how scientific inquiry and technological design are used in various careers. b. Explain how scientific inquiry results in knowledge which can improve technological designs and vice versa. 			

Washington State Essential Academic Learning Requirements in Writing

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference** References identified are not totally inclusive
1.1 Develop concept and design. <ul style="list-style-type: none"> a. Maintain a sharp focus throughout the work; focus text clearly to hold reader's attention, to make a point, to tell a story, and/or 	Units 1, 3, 6, 7, 11, and 12 Daily "Chat" time Biographies	Moderately Skilled	Units 1:1, 1:2, 3:1, 3:2, 6:2, 7:1, 11:1, 11:2, 12:1, and 12:2

<p>describe a process or phenomenon.</p> <p>b. Approach a topic in an individualized and purposeful way.</p> <p>c. Discriminate between essential, intriguing, or useful information and trivia.</p> <p>d. Write coherent paragraphs.</p> <p>e. Develop analysis, synthesis, persuasion, and exposition logically; demonstrate advanced logic.</p>	<p>Summarize Culture chapters</p>		
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Washington State Essential Academic Learning Requirements in Writing

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
<p>1.2 Use style appropriate to the audience and purpose.</p> <p>a. Recognize voice; strengthen and modify own voice as appropriate.</p> <p>b. Choose works to convey intended message in a precise, interesting, and natural way.</p> <p>c. Use specialized vocabulary relevant to a specific content</p>	<p>Unit 2, and 6</p> <p>Opinion papers</p> <p>Culture chapter essays</p>	<p>Moderately Skilled</p>	<p>Units 2:2, 6:2</p>

area.			
<p>1.3 Apply writing Conventions.</p> <p>a. Use standard writing conventions in final draft to enhance meaning and clarity:</p> <ul style="list-style-type: none"> • Grammar/usage • Capitalization • Punctuation • Spelling <p>Use paragraphing and stanza division to reinforce text's organizational structure.</p>	<p>Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12</p> <p>Chapter summaries;</p> <p>Opinion papers;</p> <p>Daily writing assignments</p>	<p>Skilled</p>	<p>Units 1:1, 2:1, 3:1, 4:2, 5:1, 6:1, 7:2, 8:1, 9:2, 10:1, 11:2, 12:2</p>

Washington State Essential Academic Learning Requirements in Writing

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
<p>2.1 Write for different audiences.</p> <p>a. Identify, analyze, describe, and meet the needs of chosen audience.</p> <p>b. Show a sense of how particular audience may interpret a text.</p>			
<p>2.2 Write for different purposes.</p>			

<p>Write for a broad range of purposes:</p> <ul style="list-style-type: none"> • To reflect upon own experiences. • To experiment with language. • To make inferences or draw conclusions. • To present an analytical response to literature. • To apply for jobs. • To communicate research findings. • To convey technical information. 		
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Washington State Essential Academic Learning Requirements in Writing

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
<p>2.4 Write for career applications.</p> <ul style="list-style-type: none"> a. Identify particular writing skills required for occupational/career areas of interest. b. Produce technical and non-technical documents for career audiences such as a homepage, research report, or blueprint. c. Understand the 			

<p>importance of using reference style consistently when writing reports or technical documents.</p>			
<p>3.1 Prewrite</p> <p>a. Generate ideas and plan writing independently such as extensive planning and defining and choosing an appropriate mode of expression.</p> <p>b. Use available tools and technology consistently through the writing process.</p> <p>c. Analyze and synthesize information from a variety of sources.</p>	<p>Unit 6</p> <p>Biographies</p>	<p>Moderately Skilled</p>	<p>Unit 6:1</p>

Washington State Essential Academic Learning Requirements in Writing

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

<p>Benchmark</p>	<p>Unit/Activity</p>	<p>Performance Level</p>	<p>Reference**</p>
<p>3.2 Draft</p> <p>a. Formulate and construct ideas independently.</p> <p>b. Coordinate a number of ideas and point of view.</p>	<p>Unit 6</p> <p>Biographies</p>	<p>Moderately Skilled</p>	<p>Unit 6:1</p>

<p>c. Present argumentation effectively by using clarity, coherency, and precision; draft text that uses logical flow of ideas and relationships.</p>			
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Washington State Essential Academic Learning Requirements in Writing

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
<p>3.3 Revise</p> <p>a. Confer with others to improve text; incorporate suggestions from others.</p> <p>b. Investigate additional information sources to improve text; use language to enrich text and enhance style.</p>	<p>Unit 6 Biographies</p>	<p>Moderately Skilled</p>	<p>Unit 6:1</p>
<p>3.4 Edit</p> <p>a. Adapt a new reference technology to further the purpose of writing.</p> <p>b. Demonstrate self-correction</p> <p>c. Change text order to improve argument, flow of information,</p>	<p>Unit 6 Biographies</p>	<p>Moderately Skilled</p>	<p>Unit 6:1</p>

and logic.		
d. Correct mechanics and grammar.		

Washington State Essential Academic Learning Requirements in Writing

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
3.5 Publish a. Produce a legible, professional-looking final product. b. Use a variety of technological resources to produce a final product.	Unit 6 Biographies	Moderately Skilled	Unit 6:1
4.1 Assess own strengths and needs for improvement. a. Articulate own and established criteria to improve writing; defend choices to deviate from established criteria. b. Assess own strengths and developmental needs as a writer. c. Demonstrate knowledge of the qualities that make a piece of writing effective.	Unit 6 Biographies	Moderately Skilled	Unit 6:1

Washington State Essential Academic Learning Requirements in Writing

Exposure (No practice time.)

Limited Practice (Has practiced. Additional practice needed to develop skill.)

Moderately Skilled (skill developed. Additional practice needed.)

Skilled (Can perform skill independently.)

Benchmark	Unit/Activity	Performance Level	Reference**
4.2 Seek and offer feedback. <ul style="list-style-type: none"> a. seek, evaluate, accept, and apply feedback, hold on to one’s own vision. b. Independently offer specific feedback on others’ writing with regard to: <ul style="list-style-type: none"> ● Concept and design ● Style ● Conventions 	Unit 6 Biographies	Moderately Skilled	Unit 6:1

**References identified are not totally inclusive.