

IV unit 17: Describing People and Things

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 1**
Length: **1 - 10 weeks**
Status: **Published**

Transfer Goals

Transfer Goals

Students will be able to independently learn about the deaf community and use expressions related to likes, dislikes, wants, needs and preferences in various settings so that in the long run they will be able to communicate in simple conversations with people who are deaf with cultural awareness.

Able to Describe Person using Classifiers, Descriptions, and Clothing

Concepts

Essential Questions

- How is knowing how to describe people in your environment important when learning any language?
- How can using culturally appropriate techniques for greetings, departures and making requests help me to communicate?
- As a student of ASL, how will learning how to interact with the Deaf community while becoming familiar with Deaf cultural norms differ from the way I am used to communicating as a hearing person?
- How will increased use of non-manual signals when I'm signing about a person in the room or making a request affect my accuracy and development as an ASL student?

Understandings

- Facial expressions are important in convey emotion, meaning and ASL grammar
- Sign Language uses hand expressions to convey different messages
- Identifying Present People
- Describing Personal Items
- Describing Lost Items
- Cultural: Greetings and Leave-Takings
- Putting It All Together

Standards

World Language Standards

FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
FL.IM.7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility

for accomplishing a specified task (e.g., W.11-12.6.).

TECH.9.4.12.TL.4

Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Critical Knowledge and Skills

Knowledge

Students will know:

- Interpretive
 - Produce correct form and movement for clothing-related signs.
 - Increase fluency in producing numbers 1-100
 - Modify verbs to agree with subject and object
 - Use correct syntax when translating from English to ASL (time, location, topic and end with negation)
 - Correctly translate English sentences with spatial verbs while ensuring that the verbs show agreement with the established location.

Interpersonal

- Identify a person in a room, add a description to confirm and ask to relay a message to the person.
- Follow sequence to describe item and -Ask/Tell how it is made
- Explain a situation, then make a request
- Decline a request and give a reason
- Use appropriate facial expressions when making or declining a request

- Use appropriate signs to translate English sentences with “have” in them

Presentational

- Retell a story in ASL
- Role Model Project- Describe a person (family member or famous person) with looks, clothing, a photo.

Skills

Students will be able to:

- Describe people and things using classifiers and descriptions
- Use ASL sentence structure
- Use correct syntax when translating from English to ASL
- Demonstrate appropriate facial expressions and non-manual signals.
- To ask and answer questions and explain a situation using ASL.
- Retell a story in ASL

Learning Plan / Pacing Guide

Week 1:

* Review of vocab from ASL 1 - 3

* Vocab quiz

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Week 2:

- 7:1 Vocab review
- Identifying a person and relaying a message
- Describing a person
- Describing size
- Mini dialogue

Week 3:

- 7:2 Clothing Related vocab
- Describe a person's outfit
- Class presentation

Week 4:

- 7:3 Number review
- Guess my number game
- Vocab review
- 7: 4 Vocab for personal items
- Describing personal items
- minidiologue
- Vocab review
- Vocab quiz/test

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Week 5:

- 7: 5/7:6 Translating sentences with "HAVE", 'TO DRIVE, "TO PICK UP", "TO TAKE"
- Vocab review
- Translation practice
- Seesaw video

Week 6:

- 7:7 Asking HOW MANY
- Vocab review
- Begin Deaf Like Me novel

Week 7:

- 7:8 Conversation dialogue
- Describing personal items
- Vocab Review
- Continue novel
- Quiz

Week 8:

- 7:9 Telling the year
- vocab review
- 7:10 translating sentences with "HAVE"
- 7:11 Greetings and LEAVE-TAKINGS
- dialogue

Week 9:

- 7:12 Translating sentences with "TO DRIVE", "TO TAKE", and "TO PICK UP"
- A memorable costume story

- Vocab review
- Who is Arthur Kruger

Week 10:

- Self-assessment
- Project
- Unit 1 review
- Unit 1 Test

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Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Signing
- Class Participation
- Class Work Assignment
- Homework Assignments

- Reading Checks

- Vocabulary Quizzes

- Journal Prompts

- Grammar exercises

- Kahoot

- Text-based Analysis questions

- Discussion questions

- Exit cards

- Daily classwork worksheets

- Short writing prompts

- Close-read annotations

- Daily warm-ups
- Receptive and expressive quizzes
- Respond to comprehension questions related to ASL stories.
- Translate written English into ASL Gloss
- Formal and informal observations
- Interactive Surveys
- Exit Cards-summary Self-Evaluation forms
- Retelling stories
- Class Presentations
- Weekly Video Journals

School Summative Assessment Plan

- Formal Essays
- Unit Tests
- Creative Projects
- Benchmark Exam

Primary Resources

Textbooks:

Master ASL, Jason Zinza, Sign Media Inc. 2006

Signing Naturally, Cheri Smith, Ella Mae Lentz, Ken Mikos, Dawn Sign Press, 2008

Audio/Video:

JR Gannon's Deaf Heritage: A Narrative History of Deaf America

ASL films: Black Sand, Legend of the

Mountain Man, Slot, Through Deaf Eyes

TED Talk: One Simple Method to Learn Any Language

YouTube series: DEAFOUTLOUD on A&E network

Signing Naturally Units 7-12, Lentz, Mikos, Smith

[Online version of Student Workbook](#)

[LGBTQ and Disabilities Law](#)

[What's it like to be Deaf?](#)

[Deaf and Proud](#)

Supplementary Resources

- Quizlet
- Kahoot
- YouTube

Technology Integration and Differentiated Instruction

Technology Integration

- Google Products
 - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks,

Additional Resources/ Support, Homework, etc.)

- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

- Varied grouping (individual/partner/small group/whole group)
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Objective-sharing
- 1:1 assistance
- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Assignment book
- Repeated review/drill
- Verbal and written directions
- Memory-aids
- Parent Contacts *Other appropriate interventions/differentiation at individual teacher's discretion.*

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Interdisciplinary Connections

MATH -

- ASL application of numbers 0-100 in basic math problems

LANGUAGE ARTS -

- Sentence formation, Agreement of subjects and verbs.
- Students will create an ASL dialogue
- Journal Writing on Deafness

SOCIAL STUDIES -

- Pioneers of Deaf Education
- Research on Famous Deaf Americans and Deaf history

VISUAL/PERFORMING ARTS -

- art/artists/actors/actresses expressing themselves through ASL

BUSINESS EDUCATION -

- * Jobs related to field of World Language, benefits of being bilingual in the work force

GLOBAL AWARENESS -

- Perspectives, products and customs of deaf and hard of hearing individuals
- ASL application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills

IV Unit 18: Making Requests and Asking for Advice

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 2**
Length: **1 - 10 weeks**
Status: **Published**

Standards

World Language Standards

FL.IM.7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
FL.IM.7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
FL.IM.7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently learn about the deaf community and use expressions related to likes,

dislikes, wants, needs and preferences in various settings so that in the long run they will be able to communicate in simple conversations with people who are deaf with cultural awareness.

Concepts

Essential Questions

- How is knowing how to describe people in your environment important when learning any language?
- How can using culturally appropriate techniques for greetings, departures and making requests help me to communicate?
- As a student of ASL, how will learning how to interact with the Deaf community while becoming familiar with Deaf cultural norms differ from the way I am used to communicating as a hearing person?
- How will increased use of non-manual signals when I'm signing about a person in the room or making a request affect my accuracy and development as an ASL student?

Understandings

- * Students will understand how to ask for advice
- * Students will understand how to describe places and give directions using facial expressions and classifiers.
- * Students will understand how to use non-manual signals when communicating in ASL

Critical Knowledge and Skills

Knowledge

Students will know:

- How to ask and give advice in ASL
- How to use culturally appropriate techniques when communicating to people who are Deaf
- How to modify a verb to agree with subject and object
- How to politely interrupt a Deaf person
- How to use spatial agreement

Skills

Students will be able to:

- INTERPRETIVE
 - Give signs for name and type of business
 - Follow sequence for ECLS and role shift
 - Modify verb to agree with subject and object

INTERPERSONAL

- Form clock numbers correctly
- Explain problem using THOUGHT-OCCUR before telling what happened
- Ask for advice
- Give advice using WHY-NOT
- Use diff. strategies to ask for a sign
- Explain problem using conjunction !WRONG! before telling what happened
- Give advice using WHY+NOT
- Integrate facial grammar and add tag questions

PRESENTATIONAL

- Narrate abt neighborhood w/ emphasis on 1) using rh-q 2) maintaining spatial agreement when disc. Neighbors

- Interrupt politely to explain why you are late or have to leave early
- Apply principles of naming - culturally appropriate
- Repeat descriptions of a neighborhood.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Signing
- Class Participation
- Class Work Assignment
- Homework Assignments
- Quizzes
- Reading Checks
- Vocabulary Quizzes
- Journal Prompts
- Grammar exercises
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Through Deaf Eyes

TED Talk: One Simple Method to Learn Any Language

YouTube series: DEAFOUTLOUD on A&E network

De'Via Art online resources, for example: http://www.deafart.org/Deaf_Art_/deaf_art_.html

Supplementary Resources

- Fingerspelling games
- Quizlet
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Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

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- Varied grouping (individual/partner/small group/whole group)
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Objective-sharing
- 1:1 assistance
- Provide notes/outlines/study guides
- Extended time for assignments/assessments
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- Parent Contacts *Other appropriate interventions/differentiation at individual teacher's discretion.*

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Interdisciplinary Connections

MATH -

- ASL application of numbers 0-100 in basic math problems

LANGUAGE ARTS -

- Sentence formation, Agreement of subjects and verbs.
- Students will create an ASL dialogue applying greetings, responses to how one feels and farewells.
- Journal Writing on Deafness

SOCIAL STUDIES -

- Pioneers of Deaf Education
- Research on Famous Deaf Americans

VISUAL/PERFORMING ARTS -

- art/artists/actors/actresses expressing themselves through ASL

BUSINESS EDUCATION -

- * Jobs related to field of World Language, benefits of being bilingual in the work force

GLOBAL AWARENESS -

- Perspectives, products and customs of deaf and hard of hearing individuals
- ASL application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills

Learning Plan / Pacing Guide

Week 1:

- 8:1 Vocab practice
- Conversations and explaining a situation
- Making a request
- minidiologue
- Requests practice/ Making your own requests
- 8:2 Months and telling how many months

Week 2:

- 8:3 Vocab review
- Agreement verbs

- sentences and narratives
- 8:4 conversation practice
- agreeing with condition
- Identify the situation

Week 3:

- 8:5 Vocab review
- Negations practice
- 8:6 Giving phone numbers
- Discuss discrimination against Deaf people when applying for a job
- quiz

Week 4:

- Conversation practice 8:7
- Conjunction- What you forgot to do
- Asking for or giving advice
- minialogues
- 8:8 Asking for a sign
- vocab review
- Figure the meaning - Concept/strategy

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Week 5:

- 8:9 Agreement verbs
- practice narratives and create narratives
- vocab review
- video quiz

Week 6:

- 8:10 Conversation practice
- vocab review
- conjunction - what unexpectedly happened
- explaining a situation - Awkward conversations/something one's not supposed to do
- minialogue practice

Week 7:

- 8:11 Negations
- vocab review
- 8:12 Motel Story
- Deaf profile - Nathalie Marbury

Week 8:

- Vocab review
- 8:13 Minimizing interruptions
- Comparing norms
- 8:14 Name signs
- changing name signs

Week 9:

- video project

Week 10:

- Review
- Unit 1 review
- Unit 1 Test

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IV Unit 19: Describing Places

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 3**
Length: **1 - 10 weeks**
Status: **Published**

Standards

World Language Standards

WL.IH.7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
WL.IH.7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
WL.IH.7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
WL.IH.7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
WL.IH.7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
WL.IH.7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
WL.IH.7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
WL.IH.7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Transfer Goals

Transfer Goals

Students will be able to give opinions about others and giving directions.

Concepts

Essential Questions

- How can I give directions to places using KNOW, my weak hand to maintain location of the corner when signing NEXT-TO or ACROSS-FROM?
- How can I translate Y/N questions following syntax (time, location, topic, end with question) ?
- How can I use ASL to describe a restaurant using descriptive, locative and element classifiers?
- How should I use a when clause with landmarks, intersections, corners or places before telling where to turn? Superimpose head nod(s) with BLOCK-AWAY++?
- How do I form clock numbers correctly in ASL?

Understandings

- Discussing Neighborhoods
- Describing Your Neighborhood
- Describing a Restaurant
- Suggesting a Place to Eat
- Culture: Keeping Others Informed

Critical Knowledge and Skills

Knowledge

Students will know:

- How to describe neighborhoods using classifiers
- How to discuss neighborhoods using descriptions and locations
- How to describe a restaurant and suggest where to eat
- How to learn more about Deaf Culture and keeping others informed

Skills

Students will be able to:

- INTERPRETIVE
 - Give directions to places using 1) KNOW 2) weak hand to maintain location of the corner when signing NEXT-TO or ACROSS-FROM
 - Translate Y/N questions following syntax (time, location, topic, end with question)
 - Describe a restaurant using descriptive, locative and element classifiers
 - Translate wh-questions following word order (time, location, topic, end with question)

INTERPERSONAL

- Form clock numbers correctly
- Use perspective shift to complete directions
- Inform teacher and others the reason for their absences from and tardiness to class
- Give opinions by describing tendencies, compare tendencies, Ask/Tell how 2 people are the same or different
- Give price for different items

PRESENTATIONAL

- Use when clause with landmarks, intersections, corners or places before telling where to turn. Superimpose head nod(s) with BLOCK-AWAY++
- Use descriptive, locative and element classifiers to describe a restaurant environment and nod head when listing food items.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Signing
- Class Participation
- Class Work Assignment
- Homework Assignments
- Reading Checks
- Vocabulary Quizzes
- Journal Prompts
- Grammar exercises
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- Text-based Analysis questions
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- Respond to comprehension questions related to ASL stories.
- Translate written English into ASL Gloss
- Formal and informal observations
- Interactive Surveys
- Exit Cards-summary Self-Evaluation forms
- Retelling stories
- Class Presentations
- Video Journals

School Summative Assessment Plan

- Formal Essays
- Unit Tests
- Creative Projects
- In-Class Essays
- Benchmark Exam

Primary Resources

- Zinza, Jason E. MASTER ASL LEVEL 1
- Signing Naturally Units 7-12, Lentz, Mikos, Smith

[Online version of Student Workbook](#)

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What's it like to be Deaf?

Deaf and Proud

Textbooks:

Master ASL, Jason Zinza, Sign Media Inc. 2006

Signing Naturally, Cheri Smith, Ella Mae Lentz, Ken Mikos, Dawn Sign Press, 2008

Audio/Video:

JR Gannon's Deaf Heritage: A Narrative History of Deaf America

ASL films: Black Sand, Legend of the Mountain Man, Slot, Through Deaf Eyes

TED Talk: One Simple Method to Learn Any Language

YouTube series: DEAFOUTLOUD on A&E network

De'Via Art online resources, for example: http://www.deafart.org/Deaf_Art_/deaf_art_.html

Games: Elephant Game, Sign Master Game (Jason Zinza)

Supplementary Resources

- EdPuzzle

-

Lifeprint.com (fingerspelling games)

- Quizlet
- Kahoot
- YouTube

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

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All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

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- Positive reinforcement
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- Leveled/supplemental materials/resources
- Break up material into smaller parts
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- Assignment book
- Repeated review/drill

- Verbal and written directions
- Memory-aids
- Parent Contacts *Other appropriate interventions/differentiation at individual teacher's discretion.*

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Interdisciplinary Connections

MATH -

- ASL application of numbers 0-100 in basic math problems

LANGUAGE ARTS -

- Sentence formation, Agreement of subjects and verbs.
- Students will create an ASL dialogue applying greetings, responses to how one feels and farewells.
- Journal Writing on Deafness

SOCIAL STUDIES -

- Research on Famous Deaf Americans

VISUAL/PERFORMING ARTS -

- art/artists/actors/actresses expressing themselves through ASL

BUSINESS EDUCATION -

- * Jobs related to field of World Language, benefits of being bilingual in the work force

GLOBAL AWARENESS -

- Perspectives, products and customs of deaf and hard of hearing individuals
- ASL application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills

Learning Plan / Pacing Guide

Week 1:

- 9:1 Describing a neighborhood - David's & Amber's Neighborhood
- Vocab review
- People in the neighborhood

- What people like and don't like about the area

Week 2:

- 9:2 Vocab review
- Places in the neighborhood
- Names and types of businesses
- Government Services and facilities

Week 3:

- 9:3 Giving the time
- Vocab review
- Hour and minute numbers
- 9:4 Describing Lauren's neighborhood - narrative outline
- Using rhetorical questions
- Develop a narrative about your neighborhood - Quiz

Week 4:

- 9:5 Giving Directions: Next to, across from
- Fill in the space - where businesses are located
- Video - giving directions

Week 5:

- 9:6 Yes-No Questions
- Vocab review
- 9:7 Conversations - describe a restaurant and what type of food is served there
- Using Descriptive, locative, and element classifiers
- test

Week 6:

- 9:8 Giving directions: Where to turn
- Vocab review
- 9:9 Giving the time - What happens when
- Five questions - practice in video

Week 7:

- 9:10 Suggesting a place to eat
- Mini Dialogue 1
- vocab review

- Mini Dialogue 2 and 3

Week 8:

- 9:11 Giving directions using perspective shift
- Finding a location and reason why you are going there.
- 9:12 Yes-No questions
- 5 new questions assignment

Week 9:

- 9:13 Keeping others informed
- Vocab review
- Describe situations
- 9:14 The Hitchhiker Story

Week 10:

- Deaf Profile Eric Malzkuhn
- Unit review
- Unit Test

Unit 10: Describing Conversation

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 1**
Length: **1 - 6 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

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Transfer Goals

Transfer Goals

Concepts

Essential Questions

- What vocabulary, grammar, and communication skills can be considered basic/essential to be able to communicate occupations and fields of study?
- What information can be considered basic/essential to getting to know about foods and animal signs.?
- How/why is knowing about different cultures' use of BECOME AND TO BE?
- How/why it is important to expand visualization and description skills using classifiers?
- How/why having good ASL skills can make a difference getting hired and not getting the job you want?

Understandings

Students will understand that...

- There are ways to converse about occupations and fields of study

- ASL does not use deixis for the abstract form of the verb TO BE
- Most food items are fingerspelled in ASL
- How to describe animals
- Classifiers expand visualization and description skills

Critical Knowledge and Skills

Knowledge

Students will know:

- How to make plans
- How to sign about work and study
- Food signs
- How to use TO BE and transitions
- How to describe animals
- How to expand visualization and description skills using classifiers
- How guide dogs help Deaf people

Skills

Students will be able to:

- Demonstrate conversing about occupations and fields of study.
- Demonstrate fingerspelling various food items.
- Indicate how to use BECOME AND TO BE in ASL situations.
- Demonstrate a conversation about animals and a trip to the zoo.
- Explain how to expand visualization and description skills using classifiers.
- Demonstrate conversing in ASL discussing about different foods and being in a grocery store.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Signing
- Class Participation
- Class Work Assignments
- Homework Assignments
- Quizzes
- Tests

School Summative Assessment Plan

- Alternative Assessments
- Benchmark Exam

Primary Resources

- Zinza, Jason E. MASTER ASL LEVEL 1
- Exploring ASL Ancillaries: Workbook, Audio CDs, Overhead Transparencies, Symbol Cards, World Language Flash Cards, DVD.
- Other appropriate resources or activities at teacher's discretion

Supplementary Resources

- Quizlet
- Kahoot
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Technology Integration and Differentiated Instruction

Technology Integration

- Google Products
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Interdisciplinary Connections

LANGUAGE ARTS -

Sentence formation, Agreement of subjects and verbs(pronouns)

- A comparison between Deaf teenagers with Deaf parents/Hearing parents and hearing teenagers with Deaf and Hearing parents. Discussion/Debate
- A letter written to a hearing couple of a deaf child.(pros and cons of learning and not learning ASL/types of Deaf Education programs.

SOCIAL STUDIES - Changes of Sign Language over time.(historical perspective) will be discussed

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

Students will create an ASL project highlighting famous deaf theatre groups, deaf actors and deaf artists.

BUSINESS EDUCATION –

- Jobs related to field of World Language, benefits of being bilingual in the work force
- Cultural enhancement via the discussion of Cochlear Implants vs hearing aids.

GLOBAL AWARENESS –

- Perspectives, products and customs of deaf and hard of hearing individuals
- ASL application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills.

Learning Plan / Pacing Guide

Week 1:

- Review Units from ASL 1 & 2
- Vocab review ASL 1 & 2
- Quiz on vocab

Week 2:

- Unit 10 vocabulary list
- Vocab - Making Plans
- Dialogue translation - Signing about work and study
- Adding agent marker (AM) to the base meaning
- Do-do?
- Vocab practice - Work & Study
- Using TO BE & Transition
- Topic or Transition

Week 3:

- ASL sentences - translate illustrations into ASL
- Pros & Cons - Based on illustrations would you enjoy the job
- Use listing & ordering to provide reasons
- Sign complete sentences using vocab words provided
- Employees - Sign jobs based on illustration
- Vocab - Fruit & Vegetables and Meat & Dairy
- Going to the Grocery Store - Dialogue translation

Week 4:

- Fruit or vegetable - identify the illustration
- Listing & Ordering - Items in a basket
- Vocab - Desserts & Sweets
- Use Spatial Organization to sort items
- ASL Gloss - food & cooking
- Meals - partner work - dialogue - what they like to eat
- Daily specials & Holiday Foods
- Video - What students eat for breakfast, lunch, and dinner

Week 5:

- Vocab - Meals and fast food
- Create a chart to plan a healthy meal plan with a partner - Class presentation
- ASL Gloss - meal plan
- Vocab - Animals
- A Trip to the Zoo - using classifiers
- Dialogue translation - Zoo trip

Week 6:

- Giving explanations about animals
- Describe plans at a zoo
- Use of classifiers B & C
- DVD - San Diego Zoo & answer questions based on his story
- ASL Gloss of Zoo experience
- Video – Narrative of Zoo experience (Poss. Test)
- Unit 10 review
- Unit 10 Test

Unit 11: Animals, Nature, and Science

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 1**
Length: **1 - 4 weeks**
Status: **Published**

Standards

FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
FL.IM.7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
FL.IM.7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
FL.IM.7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
FL.IM.7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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Concepts

Understandings

Students will understand that...

- There are ways to converse about animals and nature
- Some animals have specific signs and some animals are fingerspelled
- How to describe animals
- Classifiers expand visualization and description skills

Essential Questions

- How does one demonstrate proficiency of ASL 1 and ASL 2 concepts?
- How does one describe animals and nature?
- What vocabulary, grammar, and communication skills can be considered basic/essential to about animals and nature?
- What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know what someone likes about nature/science?

Critical Knowledge and Skills

Knowledge

Students will know:

- Vocabulary related to animals, nature, and science
- Grammar - subject pronouns, non-manual signs, use of adjectives in ASL, and syntax in ASL compared to English
- Deaf Culture - Importance of learning other languages (review), review characteristics of Deaf Culture, attention gaining techniques for Deaf persons and how to initiate conversations, Deaf Famous Persons, and current events (incorporated into classes)

Skills

Students will be able to:

- Recall Vocabulary, grammar, and cultural concepts from ASL I and II

- Create signed videos to incorporate various concepts
- Identify, list, and create sentences describing animals using various nouns, adjectives, and verbs
- Identify, list, and construct sentences to express likes and dislikes with animals
- Read and create questions using topics of grammar
- Review and restate 5 parameters in ASL
- Describe interactions between people and animals ● Classifiers (CL:1, CL: 2, CL: bent V, etc)
- Students will identify and list various animals and scientific concepts
- Create a project about an animal
- Prepare a signed presentational about animals/science
- Students will read and create questions using topics of grammar
- Science activities in ASL to reinforce vocabulary

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Signing
- Class Participation
- Class Work Assignments
- Homework Assignments
- Quizzes
- Tests
- Teacher observations
- Peer conversations (“Ask a friend...”),
- Oral review (signing)
- Tickets to leave
- Do nows

School Summative Assessment Plan

- Alternative Assessments
- Benchmark Exam
- Verbal presentations (in ASL)

- Projects

Primary Resources

- Zinza, Jason E. MASTER ASL LEVEL 1
- Signing Illustrated Chapter 6 Vocabulary words related to animals, nature, and science
- Exploring ASL Ancillaries: Workbook, Audio CDs, Symbol Cards, World Language Flash Cards, DVD.
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Supplementary Resources

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Interdisciplinary Connections

LANGUAGE ARTS -

Sentence formation, Agreement of subjects and verbs(pronouns)

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- A letter written to a hearing couple of a deaf child.(pros and cons of learning and not learning ASL/types of Deaf Education programs.

SOCIAL STUDIES - Changes of Sign Language over time.(historical perspective) will be discussed

WORLD LANGUAGES -

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GLOBAL AWARENESS –

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- ASL application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills.

Learning Plan / Pacing Guide

Week 1:

- Review Unit 11 vocabulary list
- Vocab - Animals - domestic
- Classifiers Cl 1, Cl 2
- Use of adjectives

Week 2:

- ASL sentences - translate illustrations into ASL
- Vocab - wild animals
- Identify, list, and create sentences to express likes and dislikes with animals
- Classifiers Cl bent v, etc
- quiz on vocab

Week 3:

- Identify, list, and create sentences describing animals using various nouns, adjectives, and verbs
- Students will read and create questions using topics of grammar
- Create signed videos to incorporate various concepts

Week 4:

- create animal project
- prepare a signed presentation about animals/science

Unit 12: Health and Wellness

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 2**
Length: **1 - 5 weeks**
Status: **Published**

Standards

World Language Standards

FL.IM.7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
FL.IM.7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
FL.IM.7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written

descriptions.

WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Concepts

Understandings

Students will understand that...

- There are specific methods to discuss Health and Wellness in ASL

- There is a way to talk about sickness in ASL
- There are various types of exercises, healthy foods, and wellness topics.

Essential Questions

- How does one discuss Health and Wellness in ASL?
- What are important aspects to leading a healthy lifestyle?
- How does one ask for and give information?
- How does one talk about sickness?
- How does one understand and demonstrate preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction?
- How does one use available information to make appropriate health-related decisions?
- How do you plan a well balanced meal and exercise program?
- How does one demonstrate and understand safety?

Critical Knowledge and Skills

Knowledge

Students will know:

- How to research exercises, healthy foods, and wellness topics
- How to compare and contrast healthy food options with junk food
- How to design a wellness plan
- Vocabulary related to Health and Wellness

Skills

Students will be able to:

- Identify, list, and apply the vocabulary related to health and wellness
- Create signed videos to incorporate various concepts
- Research various types of exercise, healthy foods, and wellness topics
- Identify and discuss going to the doctor, dentist, etc.

- Create a group computer presentation project about various wellness
- Create a food journal for one week and present in ASL
- Make a virtual recipe and share with classmates
- Compare and contrast healthy food options with junk food
- Design a wellness plan
- Research various sicknesses/diseases
- ***Other appropriate interventions/differentiation at individual teacher's discretion

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Signing
- Class Participation
- Class Work Assignments
- Homework Assignments
- Quizzes
- Tests

School Summative Assessment Plan

- Alternative Assessments
- Benchmark Exam

Primary Resources

- Signing Naturally Level 2
- ASL app
- American Sign Language The Easy Way
- No Ordinary hero: Super Deafy Movie
- Deafincline.com (website that has Deaf individuals signing about wellness topics)
- Other appropriate materials at individual teacher's discretion

Supplementary Resources

- Quizlet
- Kahoot
- YouTube

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

• Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity

(e.g., NJSLA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

- Varied grouping (individual/partner/small group/whole group)
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Objective-sharing
- 1:1 assistance
- Provide notes/outlines/study guides
- Extended time for assignments/assessments

- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Assignment book
- Repeated review/drill
- Verbal and written directions
- Memory-aids
- Parent Contacts *Other appropriate interventions/differentiation at individual teacher's discretion.*

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

LANGUAGE ARTS -

Sentence formation, Agreement of subjects and verbs(pronouns)

- A comparison between Deaf teenagers with Deaf parents/Hearing parents and hearing teenagers with Deaf and Hearing parents. Discussion/Debate
- A letter written to a hearing couple of a deaf child.(pros and cons of learning and not learning ASL/types of Deaf Education programs.

SOCIAL STUDIES - Changes of Sign Language over time.(historical perspective) will be discussed

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

Students will create an ASL project highlighting famous deaf theatre groups, deaf actors and deaf artists.

BUSINESS EDUCATION –

- Jobs related to field of World Language, benefits of being bilingual in the work force
- Cultural enhancement via the discussion of Cochlear Implants vs hearing aids.

GLOBAL AWARENESS –

- Perspectives, products and customs of deaf and hard of hearing individuals
- ASL application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills.

Learning Plan / Pacing Guide

Week 1:

- Unit 12 vocabulary list
- Identify, list, and apply the vocabulary related to health and wellness

Week 2:

- Vocab list
- Identify and discuss going to the doctor, dentist, etc.
- Compare and contrast healthy food options with junk food

Week 3:

- Quiz
- Research various types of exercise, healthy foods, and wellness topics
- Create signed videos to incorporate various concept
- Create a food journal for one week and present in ASL - Class presentation

Week 4:

- Vocab
- ASL Gloss
- Design a wellness plan
- Create a group computer presentation project about various wellness

Week 5:

- Class presentations
- Unit review
- Unit Test

Unit 13: ASL History

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 2**
Length: **1 - 5 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Concepts

Essential Questions

- How was ASL created?
- How does one describe the history of ASL?
- Who were the essential people that helped to spread ASL throughout the USA?
- What is the history of Deaf Schools in America?
- Which signed language is ASL most closely related to?
- Who was Thomas Gallaudet and Laurent Clark?
- What was the significance of Martha's Vineyard and ASL?
- Who was Alice Cogswell and why was she important to the history of ASL?
- Who was George Veditz and what were his contributions to ASL?

Understandings

Students will understand that...

- There are famous individuals that have played significant roles in the development of ASL and schools for the Deaf.
- There is a unique history of Deafness in Martha's Vineyard
- The use of conjunctions, adjectives, and adverbs are essential in ASL
- Vocabulary is related to historical events

Critical Knowledge and Skills

Knowledge

Students will know:

- Deaf history and the importance of schools for the Deaf
- Vocabulary words related to the history of ASL and Deaf Culture
- List of famous individuals that were involved in Deaf history
- ASL sentence structure
- Temporal aspect
- Asking questions in ASL
- Adjectives, adverbs, and conjunctions in ASL (and, but, however, etc)

Skills

Students will be able to:

- Recall Vocabulary, grammar, and cultural concepts from ASL I and II
- Create a timeline about the history of ASL/Deaf Education
- Research various historical events about ASL and Deafness
- Identify compare and contrast sentences using indirect object pronouns with the present tense
- Identify, compare and differentiate the present tense, past tense, and future tense
- Identify, label, list and create schools for the deaf and the order in which they were established
- Identify, compare and contrast the present tense of ASL
- Research various Schools for the Deaf in America and the various trends of Deaf Education

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Signing
- Class Participation
- Class Work Assignments
- Homework Assignments
- Quizzes
- Tests

School Summative Assessment Plan

- Alternative Assessments
- Benchmark Exam

Primary Resources

- My Heart Glow: Alice Cogswell, Thomas Gallaudet, and the Birth of American Sign Language (Hardcover)
- Computer lab for research Preservation of ASL (DVD)
- Signing Naturally Level 2 Signing Illustrated
- Exploring ASL Ancillaries: Workbook, Audio CDs, Overhead Transparencies, Symbol Cards, World Language Flash Cards, DVD.
- Other appropriate resources or activities at teacher's discretion

Supplementary Resources

- Quizlet
- Kahoot
- YouTube

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

- Varied grouping (individual/partner/small group/whole group)
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Objective-sharing
- 1:1 assistance
- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Assignment book
- Repeated review/drill
- Verbal and written directions
- Memory-aids
- Parent Contacts *Other appropriate interventions/differentiation at individual teacher's discretion.*

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

LANGUAGE ARTS -

Sentence formation, Agreement of subjects and verbs(pronouns)

- A comparison between Deaf teenagers with Deaf parents/Hearing parents and hearing teenagers with Deaf and Hearing parents. Discussion/Debate
- A letter written to a hearing couple of a deaf child.(pros and cons of learning and not learning ASL/types of Deaf Education programs.

SOCIAL STUDIES - Changes of Sign Language over time.(historical perspective) will be discussed

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

Students will create an ASL project highlighting famous deaf theatre groups, deaf actors and deaf artists.

BUSINESS EDUCATION –

- Jobs related to field of World Language, benefits of being bilingual in the work force
- Cultural enhancement via the discussion of Cochlear Implants vs hearing aids.

GLOBAL AWARENESS –

- Perspectives, products and customs of deaf and hard of hearing individuals
- ASL application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills.

Learning Plan / Pacing Guide

Week 1:

- Unit vocab list
- History of Deaf Education & ASL
- Research various historical events about ASL and Deafness
- Deaf Persons of the week - Alice Cogswell, Thomas Gallaudet

Week 2:

- Martha'a Vineyard
- Deaf Persons of the week - George Veditz
- Identify, compare and differentiate the present tense, past tense, and future tense

- Identify, compare and contrast the present tense of ASL
- ASL Glossing

Week 3:

- Quiz
- Research various Schools for the Deaf in America and the various trends of Deaf Education
- Create a timeline about the history of ASL/Deaf Education

Week 4:

- Create slides from timeline and present in class. Students will work together to present project

Week 5:

- Unit review
- Unit Test

Unit 14: Money, Quantity, and Beyond

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 3**
Length: **1 - 5 weeks**
Status: **Published**

Standards

World Language Standards

FL.IM.7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
FL.IM.7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
FL.IM.7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
FL.IM.7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
FL.IM.7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Transfer Goals

Transfer Goals

Concepts

Essential Questions

- How is money discussed in ASL?
- How does one describe money, quantity, and financial discussions in ASL?
- How does Rule of 9 apply to monetary concepts in ASL?
- How does someone ask how much something costs and provide details related money?
- How does one sign about computation in ASL?
- How does one solve word problems in ASL?

Understandings

Students will understand that...

- There are careers in STEM for Deaf people
- Money and signs are related to information related to financial decisions
- There are signs related to word problems in ASL
- Superlatives and comparatives are used in ASL
- Specific vocab and language/grammar used in ASL

Critical Knowledge and Skills

Knowledge

Students will know:

- Language-Vocabulary
- Money signs and signs related to information related to financial decisions.
- Signing Naturally vocabulary related to Money and Quantities
- Signs related to Math concepts
- Signs related to word problems in ASL
- How to make superlatives and comparatives in ASL
- Making comparisons in ASL
- Syntax in ASL \Topicalization in ASL
- Tense in ASL
- Vocabulary expansion in ASL
- Directionality
- Indexing
- Numbers in ASL
- Deaf culture:
- Famous Deaf mathematicians
- Careers in STEM fields for Deaf people

Skills

Students will be able to:

- Recall Vocabulary, grammar, and cultural concepts from ASL I and II
- Numerical incorporation
- Create a budget
- Plan shopping trip in ASL
- Research, create, and present a long term financial plan in ASL
- Role play shopping experiences
- Role play teaching a Deaf child how to count and deal with money
- Set up Deaf friendly store for students to practice their signing skills
- Counting in ASL
- Money concepts

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Signing
- Class Participation

- Class Work Assignments
- Homework Assignments
- Quizzes
- Tests

School Summative Assessment Plan

- Alternative Assessments
- Benchmark Exam

Primary Resources

- Signing Naturally Level 2 Signing Illustrated
- <http://www.tsdvideo.org/>(Math Signing Language online dictionary)
- Vocabulary Builders in Sign Language - Math website
- Other appropriate materials/resources at individual teacher's discretion.

Supplementary Resources

- Quizlet
- Kahoot
- YouTube

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**
 - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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see results upon completion of the assignments to allow for 21st century learning.

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- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

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- Varied grouping (individual/partner/small group/whole group)
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Objective-sharing
- 1:1 assistance
- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Assignment book
- Repeated review/drill
- Verbal and written directions
- Memory-aids
- Parent Contacts *Other appropriate interventions/differentiation at individual teacher's discretion.*

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Interdisciplinary Connections

LANGUAGE ARTS -

Sentence formation, Agreement of subjects and verbs(pronouns)

- A comparison between Deaf teenagers with Deaf parents/Hearing parents and hearing teenagers with Deaf and Hearing parents. Discussion/Debate

- A letter written to a hearing couple of a deaf child.(pros and cons of learning and not learning ASL/types of Deaf Education programs.

SOCIAL STUDIES - Changes of Sign Language over time.(historical perspective) will be discussed

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

Students will create an ASL project highlighting famous deaf theatre groups, deaf actors and deaf artists.

BUSINESS EDUCATION –

- Jobs related to field of World Language, benefits of being bilingual in the work force
- Cultural enhancement via the discussion of Cochlear Implants vs hearing aids.

GLOBAL AWARENESS –

- Perspectives, products and customs of deaf and hard of hearing individuals
- ASL application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills.

Learning Plan / Pacing Guide

Week 1:

- Unit vocabulary list
- Vocab - money and numbers
- Counting in ASL
- Syntax in ASL \Topicalization in ASL
- Signing Naturally vocabulary related to Money and Quantities

Week 2:

- ASL sentences
- How to make superlatives and comparatives
- Signs related to Math concepts
- Create a budget

Week 3:

- Famous Deaf mathematicians
- Role play teaching a Deaf child how to count and deal with money
- Plan shopping trip in ASL

- Quiz

Week 4:

- Careers in STEM fields for Deaf people
- Set up Deaf friendly store for students to practice their signing skills
- Research, create, and present a long term financial plan in ASL

Week 5:

- Video
- Unit review
- Unit Test

Unit 15: Cities, States, Countries, Our World

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 3**
Length: **1 - 9 weeks**
Status: **Published**

Standards

World Language Standards

FL.IM.7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
FL.IM.7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
FL.IM.7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
FL.IM.7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Concepts

Essential Questions

- Why is geography important?
- How does one navigate travel?
- How does plan for a trip/vacation?
- How does one identify places around the world?
- How does one read a map/globe?
- How does one describe directions and getting around?

Understandings

Students will understand that...

- Geography is important
- A map/globe is used to identify places around the world and how to read it
- Classifiers are used in ASL
- Deaf culture and its relation to our country and world
- There are vocab terms and grammar related to state, county, and world signs
- There are multiple ways to research a country, identify places around the world and to navigate travel

Critical Knowledge and Skills

Knowledge

Students will know:

- Vocabulary related to countries, continents, oceans, well known landmarks
- American symbols and national monuments/parks
- Vocabulary Traveling around the world
- Vocabulary to transportation, landforms, and bodies of water
- Asking questions in ASL
- Expressing adjectives and adverbs
- Topic Comment Structures
- Time Indicators
- Negative incorporation
- Degree and Intensity
- Body Shifting
- Classifiers
- Lexicalized fingerspelling
- Research Martha's Vineyard and the history of the area
- Largely populated Deaf areas in our country and around the world
- Deaf famous people
- Deaf culture

Skills

Students will be able to:

- Recall Vocabulary, grammar, and cultural concepts from ASL I and II
- Create a trip itinerary for a dream vacation around the world
- Locate cities, states, countries, continents around the world in ASL
- Label oceans and well known bodies of water
- Research a country and present in ASL
- Identify states and capitals in ASL
- Research various signed language around the world and share
- Improve fingerspelling ability and clarity
- Research, retell, and describe map skills and how to get around places in ASL

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Signing

- Class Participation
- Class Work Assignments
- Homework Assignments
- Quizzes
- Tests

School Summative Assessment Plan

- Alternative Assessments
- Benchmark Exam

Primary Resources

- Barron's American Sign Language The Easy Way
- Signing Naturally Level 2 Signing Illustrated
- Other appropriate materials/resources at individual teacher's discretion.

Supplementary Resources

- Quizlet
- Kahoot
- YouTube

Technology Integration and Differentiated Instruction

Technology Integration

- Google Products
 - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
 - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and

see results upon completion of the assignments to allow for 21st century learning.

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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

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- Positive reinforcement
- Specific feedback
- Objective-sharing
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Interdisciplinary Connections

LANGUAGE ARTS -

Sentence formation, Agreement of subjects and verbs(pronouns)

- A comparison between Deaf teenagers with Deaf parents/Hearing parents and hearing teenagers with Deaf and Hearing parents. Discussion/Debate

- A letter written to a hearing couple of a deaf child.(pros and cons of learning and not learning ASL/types of Deaf Education programs.

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GLOBAL AWARENESS –

- Perspectives, products and customs of deaf and hard of hearing individuals
- ASL application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills.

Learning Plan / Pacing Guide

Week 1:

- Unit vocabulary list
- Vocab - US states
- Vocab practice - Work & Study
- Maps in Sign
- ASL Glossing

Week 2:

- Vocab - Countries around the world
- ASL Glossing
- Classifiers used
- Body Shifting
- Quiz

Week 3:

- Expressing Adjectives & Adverbs
- Time indicators

- ASL Gloss - Plan a trip
- Deaf Culture - areas around the world

Week 4:

- Vocab -cities
- ASL Glossing
- Research Martha's Vineyard and History
- Quiz

Week 5:

- Deaf Famous people
- Vocab - oceans and well known bodies of water around the world
- Labeling
- Deaf culture
- Test

Week 6:

- Vocab - American symbols and national monuments
- Research, retell and describe map skills
- Degree intensity
- Topic Comment Structures

Week 7:

- Deaf culture - research largely populated Deaf areas in our country and around the world
- Research a country and present in ASL
- Asking questions in ASL
- Negative incorporation

Week 8:

- Create a trip itinerary for a dream vacation around the world
- Sign to class trip itinerary

Week 9:

- Unit review
- Unit Test

Unit 16: Storytelling

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 4**
Length: **1 - 9 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Concepts

Essential Questions

- Why is storytelling so valued in Deaf Culture?
- What is the history of ASL storytelling and how has technology changed the ways?
- What is the role of storytelling in your life?
- What are the important elements to include when telling a story in ASL?
- Why do some tales become a classic and continue to be famous today?
- What is important to include about characterization?
- What is ASL literacy and why is it important?

Understandings

Students will understand that...

- Storytelling important part of Deaf Culture
- ASL literacy is important
- Classifiers expand visualization and description skills
- There are vocab words related to components of a story, fairy tales, or fables
- What the role of storytelling is in their life
- What important elements to include when telling a story

Critical Knowledge and Skills

Knowledge

Students will know:

- Vocabulary words related to components of a story.
- Vocabulary related to various stories and genres of literacy
- Vocabulary related to literacy
- Vocabulary related to common fairy tales/fables (for example, 3 Little Pigs in ASL)
- Past tense, present tense, and future tense
- Plurals in ASL
- Verbs
- Pronouns
- Character development in a story
- Signing space and shoulder shifting
- NMS - Facial expressions
- ASL Literacy components
- Deaf culture - storytelling
- Deaf famous storytellers
- Importance of storytelling in Deaf Culture
- ASL literacy

Skills

Students will be able to:

- Recall Vocabulary, grammar, and cultural concepts from ASL I and II.
- Research and present about a favorite book/story in ASL.
- Retell a well known fairy tale and then create a different scenario/ending in ASL
- Describe a famous person and their life in ASL.
- Identify components that make a story interesting.
- Number stories in ASL
- ABC stories in ASL
- Classifier stories in ASL
- Handshape stories in ASL
- Create and present at least three stories in ASL and share via videotape/presenting in front of the class.
- Provide feedback for oneself and others following a specific rubric

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Signing
- Class Participation
- Class Work Assignments
- Homework Assignments
- Quizzes
- Tests

School Summative Assessment Plan

- Alternative Assessments
- Benchmark Exam

Primary Resources

- ASL DVDs related to storytelling (Signing Naturally Level 2)
- Signing Illustrated
- ASL Poetry DVD
- ASLized website and online resources
- If time allows, team up with local elementary school to tell stories in ASL and teach some basic signs to the students.
- Other appropriate materials/resources at individual teacher's discretion.

Supplementary Resources

- Quizlet
- Kahoot
- YouTube

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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- A letter written to a hearing couple of a deaf child.(pros and cons of learning and not learning ASL/types of Deaf Education programs.

SOCIAL STUDIES - Changes of Sign Language over time.(historical perspective) will be discussed

WORLD LANGUAGES -

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BUSINESS EDUCATION –

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- Cultural enhancement via the discussion of Cochlear Implants vs hearing aids.

GLOBAL AWARENESS –

- Perspectives, products and customs of deaf and hard of hearing individuals
- ASL application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills.

Learning Plan / Pacing Guide

Week 1:

- Unit vocabulary list
- Vocab - realated to story
- Silent Ears and Silent Heart - A Deaf man's journey through two worlds. This will be covered throughout the marking period. It is a journal chapter book that has a workbook of comprehension questions and prompts
- character developement

Week 2:

- ASL sentences - translate illustrations into ASL
- Signing space and shoulder shifting

- NMS - facial expressions
- Importance of ASL Literacy
- Silent Ears and Silent Heart - A Deaf man's journey through two worlds. This will be covered throughout the marking period.

Week 3:

- Verbs and pronouns
- Deaf culture and story telling
- Deaf famous storytellers
- Silent Ears and Silent Heart - A Deaf man's journey through two worlds. This will be covered throughout the marking period.
- Quiz

Week 4:

- Importance of storytelling in Deaf culture
- What roles storytelling has in your life?
- ASL literacy
- Vocabulary related to common fairy tales/fables
- Number Stories in ASL
- Silent Ears and Silent Heart - A Deaf man's journey through two worlds. This will be covered throughout the marking period.

Week 5:

- Classifier stories in ASL
- Handshape stories in AS
- ABC stories in ASL
- Work with a partner to create an ASL Story and share with the class - (project/test grade)
- Silent Ears and Silent Heart - A Deaf man's journey through two worlds. This will be covered throughout the marking period.
- Test

Week 6:

- Plurals in ASL
- Identify components that make a story interesting
- Describe a famous person and their life in ASL
- History of storytelling and how technology has changed the ways of stprytelling
- Silent Ears and Silent Heart - A Deaf man's journey through two worlds. This will be covered throughout the marking period.

-

Week 7:

- Create and present at least three stories in ASL and share via videotape/presenting in front of the class

- Provide feedback for oneself and others following a specific rubric.
- Silent Ears and Silient Heart - A Deaf man's journey through two worlds. This will be covered throughout the marking period.
- Quiz

-

Week 8:

- Discover how tales become a classic
- Glossing of a story
- Silent Ears and Silient Heart - A Deaf man's journey through two worlds. This will be covered throughout the marking period.

-

Week 9:

- Research and present about a favorite book/story in ASL
- End of unit review
- Unit test

Week 10:

- Prepare for end of year test
- End of year assessment

IV Unit 20: Giving Opinions on Others

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 4**
Length: **1 - 10 weeks**
Status: **Published**

Standards

World Language Standards

WL.IH.7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
WL.IH.7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
WL.IH.7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
WL.IH.7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
WL.IH.7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to describe a person's personaliy using at least 3 personal quality signs and role shifting

and role shifting to describe situations, telling where items are located.

Concepts

Essential Questions

- How is knowing how to ask / tell where items are located important when learning any language?
- How can using culturally appropriate techniques when getting attention, getting permission or expressing gratitude help me to communicate?
- As a student of ASL, how will learning how to give directions with a perspective shift differ from the way I am used to communicating as a hearing person?

Understandings

- Giving Opinions About Tendencies
- Giving Opinions about Personal Qualities 1
- Giving Opinions about Personal Qualities 2
- Comparing Personal Qualities
- Culture: Interrupting Others

Critical Knowledge and Skills

Knowledge

Students will know:

- How to give directions
- How to locate items in a room
- How to describe a person's personality using role shifting
- How to ask WHICH questions
- How to tell a narrative

Skills

Students will be able to:

INTERPRETIVE

- Give directions to places using 1) KNOW 2) weak hand to maintain location of the corner when signing NEXT-TO or ACROSS-FROM

INTERPERSONAL

- Tell where items are located by:
 - Naming the room
 - Naming appliance or part of the room
 - Specifying location of item with a reference point
- Describe a person's personality using at least 3 personal quality signs and role shifting to describe situations
- Ask WHICH questions, give hypothetical situations and compare two people's personalities
- Tell about an activity that you have become skilled

PRESENTATIONAL

- Tell a narrative incorporating these language elements:
 - Spatial agreement

- Word order: name object before using ICLS
 - Word order: NONE used after each search segment
 - Role shifting with LOOK-AT
 - Thoughts
 - Conclusion: end story with a reaction sign or comment
-
- Interrupt 2 people in a conversation appropriately.
-
- Interrupting someone, ask to hold on and explain what is distracting, resume conversation
-
- Compare a person's knowledge of a subject matter to your own

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Signing
 - Class Participation
 - Class Work Assignment
 - Homework Assignments
 - Quizzes
-
- Reading Checks
-
- Vocabulary Quizzes
-
- Journal Prompts
-
- Grammar exercises
-
- Text-based Analysis questions
-
- Discussion questions
-
- Exit cards

- Short writing prompts
- Google Doc Writing Conferences
- Close-read annotations
- Daily warm-ups
- Receptive and expressive quizzes
- Respond to comprehension questions related to ASL stories.
- Translate written English into ASL Gloss
- Formal and informal observations
- Interactive Surveys
- Exit Cards-summary Self-Evaluation forms
- Retelling stories
- Class Presentations
- Video Journals

School Summative Assessment Plan

- Formal Essays
- Unit Tests
- Creative Projects
- In-Class Essays
- Benchmark Exam

Primary Resources

- Signing Naturally Units 7-12, Lentz, Mikos, Smith

[Online version of Student Workbook](#)

[LGBTQ and Disabilities Law](#)

[What's it like to be Deaf?](#)

[Deaf and Proud](#)

Textbooks:

Master ASL, Jason Zinza, Sign Media Inc. 2006

Signing Naturally, Cheri Smith, Ella Mae Lentz, Ken Mikos, Dawn Sign Press, 2008

Audio/Video:

JR Gannon's Deaf Heritage: A Narrative History of Deaf America

ASL films: Black Sand, Legend of the Mountain Man, Slot

Through Deaf Eyes

TED Talk: One Simple Method to Learn Any Language

YouTube series: DEAFOUTLOUD on A&E network

De'Via Art online resources, for example: http://www.deafart.org/Deaf_Art_/deaf_art_.html

Supplementary Resources

- Quizlet
- Kahoot

- YouTube
- Fingerspelling games

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

• Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

- Varied grouping (individual/partner/small group/whole group)
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Objective-sharing
- 1:1 assistance
- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers

- Assignment book
- Repeated review/drill
- Verbal and written directions
- Memory-aids
- Parent Contacts *Other appropriate interventions/differentiation at individual teacher's discretion.*

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

MATH -

- ASL application of numbers 0-100

LANGUAGE ARTS -

- Sentence formation
- Students will create an ASL dialogue
- Journal Writing

SOCIAL STUDIES -

- Pioneers of Deaf Education
- Research on Famous Deaf Americans

VISUAL/PERFORMING ARTS -

- art/artists/actors/actresses expressing themselves through ASL

BUSINESS EDUCATION -

- * Jobs related to field of World Language, benefits of being bilingual in the work force

GLOBAL AWARENESS -

- Perspectives, products and customs of deaf and hard of hearing individuals
- ASL application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills

Learning Plan / Pacing Guide

Week 1:

- 10:1 Temporal aspect
- Vocab review
- minialogues
- Give the opposite
- dialogue practice

-

Week 2:

- 10:2 Telling the price
- Vocab - money
- 10:3 WH-Word questions
- Sentence practice
- quiz

Week 3:

- 10:4 Conversations
- review vocab - disposition
- Predicative adjectives
- Minialogues
- Dealing with others
- video

Week 4:

- 10:5 Numbers - telling the price
- vocab review
- 10:6 Conversations - Using Role Shift to describe situations
- Two People You Know
- insight

-

Week 5:

- 10:7 Telling where items are located

- Dialogue
- Vocab review
- Ask for a favor
- Test

Week 6:

- 10:8 WH WORD Questions
- vocab review
- 10:9 Interview
- Practice interviews with a partner

Week 7:

- 10:10 Interrupting Others
- vocab review
- 10:11 Story lessons
- Alice Taylor Terry

Week 8:

- 10:12 Looking for a misplaced item
- Vocab review
- Language elements
- misplaced items
- quiz

Week 9:

- Unit 10 review Self-Assessment
- Review
- Test

Week 10:

- Prepare for final exam
- Review units 9 and 10
- Test