

Unit 5: School Days

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 1**
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.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.
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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.
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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

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 does one use classifiers?
- How does one use Time spot?
- How does one improve conversational skills?
- How does one give directions about the classroom and school building in ASL?
- How does one use the Agent Marker appropriately?

Understandings

Students will understand that...

- Classifiers are needed with specific signs
- Federal law requires equal access to information and services for all people

- There are now options for Deaf education
- Gallaudet University is designed for Deaf and hard of hearing students
- ASL and English are not interchangeable
- There is a Time spot for ASL

Critical Knowledge and Skills

Knowledge

Students will know:

- Conversational skills
- Signs about school and school life
- How to identify and use the Agent Marker appropriately
- Contemporary Deaf education options
- How to use classifiers- upside down V, 1, & 3
- How to tell time and sign about the time-related issues

Skills

Students will be able to:

- Improve their conversational skills
- Communicate to others in ASL about school related places, locations, items
- Communicate to others in ASL about time related things
- Use classifiers appropriately
- Use The Agent Marker appropriately
- Understand Deaf education regarding their controversies and decisions

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

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

School Summative Assessment Plan

- Benchmark Exam
- Alternative Assessments - video

Primary Resources

- Zinza, Jason E. MASTER ASL LEVEL 1
- Exploring ASL Ancillaries: Workbook, Audio CDs, Overhead Transparencies, Symbol Cards, World Language Flash Cards, DVD.

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.

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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., NJLSA.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)
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- 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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- 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 in telling time

LANGUAGE ARTS -

- Journal Activities - Educational options and why is Deafness called a "hidden disability"

SOCIAL STUDIES -

- Deaf education - oral education vs schools that use ASL
- Gallaudet University

GLOBAL AWARENESS -

- Perspectives, products and customs of deaf and hard of hearing individuals regarding education
- Services and equal access for all people, regardless of disability

Learning Plan / Pacing Guide

Week 1:

- Introductions to class - materials/syllabus
- Vocab list - School days
- Where do you go to school
- Vocab - School locations
- Giving directions - dialogue
- Vocab - conversation & personnel
- School Personnel
- Create dialogue - Write in ASL

Week 2:

- Vocab practice
- Sign Sentences in ASL order
- Deaf Culture Minute
- The Agent Marker
- Vocab- Activities
- More places around campus
- Vocab- more locations

Week 3:

- Vocab practice
- Dialogue - partner work
- Where is the auditorium - explaining items
- Did you Know

- Feedback signs
- What are you studying - dialogue
- Vocab/Dialogue - What year are you?

Week 4:

- Vocab - education & coursework & computer variations
- Signing about school - Writing assignment & ASL gloss
- Deaf Education... decisions and controversies
- Initialization
- Synonyms & Antonyms
- Deaf Culture - Gallaudet University
- Classifiers CL 1 & upside down V & 3

Week 5:

- Time spot
- Vocab - Time, Beginnings & Endings
- Telling time in ASL
- Conceptually-accurate signing
- Journal activities - Deafness a "hidden disability" or Educational options for Deaf students
- Unit review & test

Unit 6: Sports & Activities

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Transfer Goals

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Concepts

Understandings

- Facial expressions are important in convey emotion, meaning and ASL grammar
- Sign Language uses hand expressions to convey different messages
- There is a deaf culture - Proverbs/Poetry of Deaf Culture
- There are many facets of signed words in the world

Essential Questions

- What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know about someone's sport and activities?
- What vocabulary, grammar, and communication skills can be considered

basic/essential to getting to know what someone likes/wants to do regarding sports and activities?

- What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know about someone's interests related to sports and activities?

Critical Knowledge and Skills

Knowledge

Students will know:

- * Vocabulary, grammar, and communication skills related someone's sport and activities
- * Vocabulary, grammar, and communication skills, basic/essential, to getting to know what someone likes/wants to do regarding sports and activities
- * How to communicate someone's interests related to sports and activities.

Skills

Students will be able to:

- Indicate present, past and future tenses when using ASL.
 - Sign about sports and activities.
 - State 5 parameters of ASL
 - Expand and demonstrate different Classifiers.
 - To describe and express the different types of ASL literature.
 - To use the RULE OF 9 appropriately when using ASL
 - State how often you engage in your sports and activities.
 - Describe your everyday activities.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

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

School Summative Assessment Plan

- Video Project: You and your partner will create an original dialogue in which you discuss a sport that you participated in. What was the sport, how many teammates were involved, and events before, during, and after the game.
- Benchmark Exam

Primary Resources

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Interdisciplinary Connections

MATH -

- ASL application of numbers 0-100

LANGUAGE ARTS -

- Subjects
 - Verbs
 - Subject Pronouns
 - Adjectives
 - Experience/Finish
 - Classifiers
- Present Tense
- Past Tense
- Near Future Tense
- Distant Future Tense

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:

- Unit 6 Vocab list
- The Storytelling Competition
- Sports Signs
- Conversation - Sports related
- Deaf Culture Story - Football Huddle

Week 2:

- Asking "Have you..." questions
- Signs about activities
- Translation/dialogue
- Write a narrative that focuses on clear, smooth signing, ASL grammar, and appropriate non-manual signals.
- Review 5 parameters of ASL
- Learn classifiers

Week 3:

- Focus on Literature of ASL - ABC Story
- More on classifiers
- ASL Storytelling
- Past, Present, & Future Tenses
- Learn ASL signs - past, present, & future
- Tense markers

Week 4:

- Comprehension Questions in ASL
- Dialogue Practice
- The Rule of 9 - age, specific time of day, number of hours, number of minutes, number of days, number of weeks, number of months, specific amounts of money
- Using tense with the Rule of 9
- Complete sentences by adding appropriate tense marker and comment

Week 5:

- Unit 6 Review - Students will watch Kris's Narrative "The Storytelling Competition" & complete corresponding questions
- Practice signing Kris's Narrative. Focusing on clarity instead of speed, and include non-manual signals when necessary
- Students will create explanations based on pictures
- Select tense markers for each illustration
- Create sentences using tense markers and prompts
- Complete assessment

Unit 7: My Daily Routine

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

Standards

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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

- What vocabulary, grammar, and communication skills can be considered basic/essential to knowing about one's DAILY ROUTINE/ACTIVITIES?
- What information can be considered basic/essential to getting to know about CAPTIONING and its benefits and drawbacks?
- How/why is knowing about different opinions of ASL how it has not relationship to English and that it is a language of its own?
- How the title DEAF PRIDE is and essential component of the Deaf Culture.?

Understandings

Students will understand that...

- There are signs for daily routines and activities
- There are noun-verb pairs in ASL
- There are ways to describe clothing
- Signers need to learn and use spatial organization and shoulder shifting
- Turn-taking strategies are used in ASL
- There are frequency signs (always, never, sometimes, to use, for-for)

Critical Knowledge and Skills

Knowledge

Students will know:

- Turn taking and exchanging information
- Significance of Deaf Pride
- Closed Captioning
- American with Disabilities Act 1990
- Household activities - routine, clothing, spatial organization
- Difference between ASL, PSE, and SEE

Skills

Students will be able to:

- Sign about daily routines and activities
- Identify and demonstrate noun-verb pairs in ASL
- Demonstrate and use spatial organization while signing
- Apply turn taking strategies in conversation
- Describe clothing
- Understand sign language continuum

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

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

School Summative Assessment Plan

- Culture Project (Celebrations/Music/Dances of the Target Culture)
- Alternative Assessments - video

Primary Resources

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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., NJLSA.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.

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- ☐ 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.
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- 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

SOCIAL STUDIES -

- History of and Government responsibilities of Closed Captioning
- Deaf President Now Protest

LANGUAGE ARTS -

- Adjectives
- Object Classifiers
- Noun-Verb Pairs
- Location

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:

- Unit 7 vocabulary list
- What's your routine?
- Dialogue - Daily routines and activities
- Sign schedules
- Every Days (specific sign)

Week 2:

- Vocab practice - Morning Routines
- What time questions and make comparisons
- Dialogue – Routines and what do you do?
- Video - created from dialogue

Week 3:

- Spatial organization - using shoulder-shifting and the group sign
- Use spatial organization to organize information into categories
- Use pictures to describe each person's daily activities

- Dialogue - greeting, comparing daily routines/activities, making plans to meet again, and a farewell

Week 4:

- Working with concepts - Complete sentence prompts
- Personal hygiene & care signs
- Frequency vocab signs
- Working with the For-for sign - using illustrations, and dialogue practice
- Closed Captioning

Week 5:

- Household activities vocab signs
- Household activities dialogue
- Video practice dialogue - household activities

Week 6:

- Noun-Verb Pairs in ASL
- Practice with Noun-Verb pairs using pictures
- Create duties and expectations sentences and share with the class - Video or Stand in front of class presentation
- Create a chart of Noun-Verb Pairs

Week 7:

- Vocab about clothing
- Dialogue translations - practice with a partner
- The Sign Language Continuum - ASL, Pidgin Signed English, English codes SEE

Week 8:

- More clothing vocab
- Fashion assistance - provide feed back to your partner (dialogue practice)
- Wear vs use in ASL
- Describe clothing vocab terms

Week 9:

- Deaf Culture - Turn taking and exchanging information
- Why signs have more than one meaning
- Describe clothing using dialogue and illustrations
- Journal activity - Comparing components of ASL and English

Week 10:

- Classifiers - C
- Unit 7 review

- Unit 7 Test

Unit 8: Describing People

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 3**
Length: **1 - 10 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.
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Transfer Goals

Transfer Goals

Concepts

Essential Questions

- What vocabulary, grammar, and communication skills can be considered basic/essential to communicating about people's physical appearances, health issues, personality traits and characteristics?
- What information can be considered basic/essential to getting to know about the natural world and its environment?
- How/why is knowing about different cultures' DEAF NATIVE AMERICANS?
- How /why more deaf are entering the medical fields?
- How/why Deaf-Blind are integral part of the Deaf Culture?

Understandings

Students will understand...

- How to describe physical appearance, personality traits, and characteristics.
- How to improve narrative skills
- Deaf-Blind communication
- Health issues
- How to describe the natural world and environment

Critical Knowledge and Skills

Knowledge

Students will know:

- Vocabulary focusing on describing people
- Ethnicity signs
- Narrative skills
- Deaf-Blind communication
- Difference between disabled and handicapped and how Deaf people describe themselves
- Characteristics signs
- Vocabulary focusing on describing the Natural World

Skills

Students will be able to:

- Describe people's physical appearance
- Demonstrate ASL narrative skills
- Describe personality traits and characteristics
- Demonstrate Deaf-Blind Communication methods
- Describe environment and the natural world
- Discuss health issues using 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

- Zinza,Jason E.MASTER ASL LEVEL 1
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- 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.)
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Interdisciplinary Connections

LANGUAGE ARTS -

- Adjectives
- Pronouns
- Use of classifiers CL 1, R, G, 4, S

SOCIAL STUDIES -

- DEAF(Latino,Asian,African Americans, Native Americans)
- Indian Sign Language
- Ethnicity Signs and how they relate to their countries
- Landforms of different areas in the country and the world using ASL

BUSINESS EDUCATION –

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

Learning Plan / Pacing Guide

Week 1:

- Unit 8 vocabulary list
- Describing the body vocab
- Describing people dialogue
- Signing ethnicity

Week 2:

- Vocab practice - Describing Family Signs
- Deaf Native Americans
- Describing Hairstyles vocab
- Classifiers - CL: 1, R, G, 4, S
- Comprehension questions

Week 3:

- Difference between Handicapped and disabled
- Missing person report
- Describing Characteristics
- Describing Traits

Week 4:

- *DEAF* *tend their* meaning
- Vocab - Health signs
- Dialogue Translation
- Using POW sign
- How to say *gesundheit* in sign

Week 5:

- Dialogue Practice - What's wrong - response will be signed based on illustrations
- Vocab practice
- Classification 4 and HURT - Location changes
- Exercise "At the Clinic - vocab practice with illustrations

Week 6:

- Vocab practice - Natural World
- Describing The Natural World signs (mix of iconic, abstract, and classifier signs to create a visual image)
- Describe illustrations using details

Week 7:

- Vocab practice
- Describing qualities
- Dialogue - sign to class

Week 8:

- Vocab practice
- Topography signs
- Based on signs in pictures - name the sign that matches
- Journal activity - Choice of 4 topics

Week 9:

- Vocab practice
- Describe a famous natural landmark that you've visited or would like to visit. Translate to ASL Gloss
- Video – Describe landmark using descriptive signs

Week 10:

- Unit 8 review
- Unit 8 Test

Unit 9: My Home & Community

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 4**
Length: **1 - 6 weeks**
Status: **Published**

Standards

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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 about one's home and community?
- What information can be considered basic/essential to getting to know about the Deaf and Hearing Worlds and its people/culture?
- How/why is knowing about different communication devices used by the Deaf.?
- Why it is important to understand the cultural values {Collective Values vs Individualism) within the Deaf Community?

Understandings

Students will understand that ...

- There are signs to describe your home and community
- Using the Money Spot and Dollar Twist is needed when signing money
- Objects are described using spatialization techniques

- Social changes affect the Deaf World
- There is a way to understand and give street directions
- Non-manual signals are needed when signing

Critical Knowledge and Skills

Knowledge

Students will know:

- How to describe your home and community using signs
- How to use the sign TO HAVE
- How to use Spatial Visualization: Virtual Reality in ASL
- Classifiers and Non Manual Signals
- Why there is not a sign for STATION
- A story on DEAF and hearing worlds- DEAF WEST Theatre, Survivor, commercials
- To use CL: Claw with spatialization
- Individualism - DEAF Culture

Skills

Students will be able to:

- Describe your home and community
- Identify the MONEY SPOT AND DOLLAR TWIST
- Describe objects using SPATIALIZATION TECHNIQUES
- Demonstrate giving STREET DIRECTIONS
- Explain how social changes affect the DEAF WORLD
- Apply non-manual signs

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

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- Homework Assignments
- Quizzes
- Tests

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Technology Integration

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Interdisciplinary Connections

LANGUAGE ARTS -

- Pronouns

- Object Pronouns
- Question(ask/answer syntax)
- Expression Corner(Slangs)

SOCIAL STUDIES -

- WORLD CONFERENCE IN 1880.
- Large Population of the Deaf(locations)
- News Media/TV Programs with Deaf People using ASL
- Deaf Theatres (Historical Perspective)

World Language -

- The Deaf and Hearing Worlds
- Individualism - dominate cultural value in US and Canada

Math -

- Money Spot

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:

- Unit 9 vocabulary list
- What is your hometown like
- Dialogue - Where do you live
- Describe housing from illustrations
- Using Have
- Vocab - Places around the house
- Compare/Contrast

Week 2:

- Spatial Visualization: Virtual Reality in ASL
- Using classifiers & Non Manual Signals
- Vocab - Places Around Town
- Dialogue translation
- Where are you/What for?
- Why there is not a sign for "station" and using NMS
- Dialogue practice
- The Deaf and Hearing World

Week 3:

- Using CL: Claw with spatialization
- Dialogue practice
- Vocab practice
- Deaf Culture - Collective values
- Using FINISH
- Money Spot and the Dollar Twist
- Dialogue translation - Money

Week 4:

- Vocab - Money signs
- Money signs practice with illustrations
- Dialogue practice
- Comprehension & Comparisons
- Vocab - Getting Around Town
- Getting around town -Dialogue translation

Week 5:

- Using CL: Bent V
- Transportation - translate into ASL sentences
- My commute
- Intersections, City Streets
- Using CL:3

Week 6:

- Vocab practice
- Dialogue - traveling
- Video - Create a video about traveling to a location -
- Journal Activities

- Unit 9 review
- Unit 9 Test

Unit 10: Describing Conversation

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 4**
Length: **1 - 5 weeks**
Status: **Published**

Standards

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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

- 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
- 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).
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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.

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 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 2:

- 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 3:

- 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 4:

- 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 5:

- 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