

# Unit 1: Welcome: Greeting and Expressions of Courtesy/Manual ABC/Numbers

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

## Standards

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### World Language Standards

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|                      |   |
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| 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.  |
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| 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.   |

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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

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## Transfer Goals

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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

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## Essential Questions

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- How does one ask and give personal information, introduce oneself and ask how people are doing?
- How does one discuss classroom objects, follow classroom commands and direct others by using classroom commands?
- How does one count, perform basic mathematical functions, relate numbers to geometric figures and comprehend costs in a store setting?

## Understandings

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- 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

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Alphabet/sounds
- American Sign language
- Numbers up to 100
- Greetings, farewells, and courtesy expressions
- Family members
- Feelings
- Sign Space
- Dominant vs non-dominant hand
- Eye contact

### **Skills**

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Students will be able to:

- Elicit the introduction of oneself
- State how one feels and the languages one speaks
- Identify and label classroom objects
- Give and respond to basic classroom commands
- Identify numbers 0-100 and apply them to give prices of items and solve basic math problems
- Use proper greetings and farewell in ASL.
- Use basic ASL sentence structure
- Demonstrate appropriate facial expressions and non-manual signals.
- To ask and answer questions using ASL.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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

### **School Summative Assessment Plan**

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- Video Greeting Project: You and your partner will create an original dialogue in which you meet for the first time. You must: greet one another, introduce yourselves, give and ask for where you're from, give and ask for age, tell and ask about family members.
- Benchmark Exam

### **Primary Resources**

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

### **Supplementary Resources**

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- Quizlet
- Kahoot
- YouTube

### **Technology Integration and Differentiated Instruction**

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## Technology Integration

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### ● 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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## Differentiated Instruction

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### 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**

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### **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**

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### **Week 1:**

- \* Why learn American Sign Language?
- \* Icebreaker Activities/Interview Activity
- \* Textbook/Worksheets Distribution
- \* Set up: Google Classroom, Remind, Microsoft Word language setting, Google Drive folder
- \* Creating S.M.A.R.T. Goals
- \* Establishing Class Expectations

\* Greetings and Introductions

\* Alphabet list

\* Numbers 1 - 10

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## **Week 2:**

- Explanations of Important terms
- Building background knowledge:
  - eye contact
  - sign space
  - dominant/non-dominant hand
  - facial expressions (brief overview)
  - Precision of signing
  - ASL is Not English (brief overview)
  - Fingerspelling
  - Five Parameters of ASL
  - Numbers 11 - 20

## **Week 3:**

- Greetings – formal/informal
- Exchange greetings with a response
- Conjugating verbs: To Be
- Dialogue practice with illustrations
- Numbers 21 - 30

## **Week 4:**

- Closing Signals – WH-Face (asking a question)

Facial expression and use of question mark

- Names – introduce yourself
- Various types of introduction Signs
- Signing good-bye/farewells (various ways)
- Make a video – greetings/introductions
- Numbers 31 - 40

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## **Week 5:**

- How deaf people learn ASL

- Deaf Culture
- ASL grammar, structure, and nuances
- Numbers 41 - 50

#### **Week 6:**

- Facial expressions & non-manual signals
- Signing with expression
- Interacting with deaf people
- Introducing a friend
- Numbers 51 - 60

#### **Week 7:**

- Questions/responses
- Making conversation
- Video – dialogue/farewells
- Numbers 61 - 70

#### **Week 8:**

- Grammar review
- Non-manual signals
- Numbers 71 – 80

#### **Week 9:**

- Asking/answering questions
- Contrasts/dialogue (with facial expressions)
- Journal – deaf vs hearing experiences
- Numbers 81 - 90

#### **Week 10:**

- Numbers 91 - 100
- Unit 1 review
- Unit 1 Test

# Unit 2: Getting Started

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

## Standards

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## Transfer Goals

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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

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## Understandings

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Students will understand that...

- Facial expressions are important in convey emotion, meaning and ASL grammar
- There are strategies to be utilized in order to succeed in learning a language.
- There are multiple ways to give advice, ask for help, and give directions.
- Deaf culture and being part of the deaf community is an important part of deaf people's lives.

## Essential Questions

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- How does one describe what individuals are doing in the classroom?
- How does one sign about classroom routines? (Days of the Week, Schedules and Activities of a School Day.?)
- How does one respond affirmatively and negatively using ASL?
- How does one use iconic signs?
- How does one describe common duties, work roles and responsibilities of the classroom and school building?
- How does one ask questions using the WH/Question Marker?

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Rooms of a school and types of materials.
- Nouns referring to objects in the classroom.
- Days of the week
- Vocabulary focusing on Advice, Directionality, Activities and Conversations.
- Proper Head Tilts, Eyebrows Movements and Eye Contacts./Meaning of ABC Storytelling

### **Skills**

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Students will be able to:

- Identify and label the objects of a classroom and its surroundings
- Name various types of school materials.
- Apply nouns that refer to people giving commands.
- Identify various WH Questioning methods.
- Demonstrate the usage of No and Not via ASL.
- Understand cultural view of deafness
- Demonstrate familiarity with ASL grammar and structure
- Demonstrate signing basic conversations on a variety of topics

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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

### **School Summative Assessment Pan**

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- Benchmark Exam
- Alternative Assessments - video

### **Primary Resources**

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- Exploring ASL Ancillaries: Workbook, Audio CDs, Overhead Transparencies, Symbol Cards, World Language Flash Cards, DVD.

### **Supplementary Resources**

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- Kahoot
- YouTube

## **Technology Integration and Differentiated Instruction**

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## Technology Integration

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### ● Google Products

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## **Interdisciplinary Connections**

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### **MATH -**

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

### **LANGUAGE ARTS -**

- Sentence formation, Agreement of subjects and verbs,
- Students create a ASL essay showing their daily routine in the classroom/school using new vocabulary and numbers .
- Journal Writing: State the changes within the Deaf Community from deaf and dumb to Deaf or Hearing Impaired.
- Explain how Deaf Culture is similar and different from other cultures. Life and Careers

### **SOCIAL STUDIES -**

- Deaf Evolution since 1990

### **VISUAL/PERFORMING ARTS -**

### **BUSINESS EDUCATION -**

- Jobs related to field of World Language, benefits of being bilingual in the work force
- Career education is highlighted via a ASL project dedicated to naming professions and/or trades of oneself and family members including places of employment thus furthering personal and/or career goals

### **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

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## **Learning Plan / Pacing Guide**

### **Week 1:**

- Unit 2 vocabulary list
- Giving advice
- Asking for help
- Using directionality

### **Week 2:**

- Vocab practice
- WH-Face - question

- Dialogue
- Iconic signs

### **Week 3:**

- Vocab practice
- Asking questions
- Responding affirmatively or negatively
- Deaf culture – labels and identity

### **Week 4:**

- Vocab practice
- Giving requests
- What is deafness
- What is deaf culture
- The signed Question Mark

### **Week 5:**

- Vocab practice
- Days of the week
- Video practice dialogue - questions/requests/days of the week

### **Week 6:**

- Vocab practice
- Signing activities
- Glossing ASL

### **Week 7:**

- Vocab practice
- Routine signs – everyday, once a week, etc
- Calendar activities

### **Week 8:**

- The WH- Signs – who, what, when, where, why, which
- Responding to WH- Questions
- Dialogue practice – asking and responding

### **Week 9:**

- Journal – Labels and their impact

- Video – WH- Questions

**Week 10:**

- Unit 2 review
- Unit 2 Test

# Unit 3: Getting to Know You

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

## Standards

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| 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). |

## **Transfer Goals**

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## **Transfer Goals**

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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**

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## **Essential Questions**

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- How does one sign numbers using addresses, phone numbers, zip codes?
- How does one discuss their favorite interests?
- How does one sign months, seasons, holidays and birthdays?
- How does one sign about the weather?
- How does one tell time, understand the 24-hour clock, discuss colors and describe objects in terms of colors?

## **Understandings**

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Students will understand that...

- Topic-comment structure is used in ASL
- There are appropriate ways to sign possessive signs and deixis
- Numbers can be incorporated into conversation
- There are reasons to ASL name signs

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Vocabulary focusing on the Holiday celebrations during the year.
- Telling time
- Weather
- Basic colors
- Proverbs/Trend signs

### **Skills**

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Students will be able to:

- Demonstrate signing numbers of various situations.
- Sign different addresses, email addresses, phone numbers and zip codes.
- Identify pictures of the seasons.
- Identify the different holidays and different occasions using ASL.
- Ask and tell time
- Identify and label basic colors and apply them to describe various objects in one's life
- To sign about favorites and incorporate into conversations.
- To understand topic-comment structure
- To state how ASL name signs are made

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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

### **School Summative Assessment Plan**

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

### **Primary Resources**

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

### **Supplementary Resources**

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- Quizlet
- Kahoot
- YouTube

### **Technology Integration and Differentiated Instruction**

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#### **Technology Integration**

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- 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., NJSLSA.SL5). |

## **Differentiated Instruction**

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### **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**

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**MATH -**

- ASL of numbers in telling time.
- Basic addition and subtraction using Number Signs

## **SOCIAL STUDIES -**

- Abbreviations of States/Capitals of States

## **LANGUAGE ARTS -**

- Sentence formation, Agreement of subjects and verbs.
- Journal Writing: What is the difference between disabled and handicapped?
- Fingerspelling of states and capitals.
- Research a state and describe the state using ASL

## **VISUAL/PERFORMING ARTS -**

- Personal enrichment and etiquette enhanced via the drawing of ILY and discussion of proper usage of the hand sign.
- Students will color an artist's palette identifying the basic colors including the display and identification of one's favorite color
- Compare Ann Silver(Deaf Artist) work CENTURY OF A DIFFERENCE with other artists.

## **HEALTH -**

- Students will address highlighting care of the ear from ear infections and hearing losses.

## **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**

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### **Week 1:**

- Unit 3 vocabulary list
- Where you from/live?
- Dialogue

- Interviews

## **Week 2:**

- Vocab practice
- Non-manual signals using Question-Maker or WH-Face
- Interests
- Dialogue – sharing interests

## **Week 3:**

- Vocab practice
- States and Provinces
- Fingerspelling
- Dialogue – states

## **Week 4:**

- Vocab practice
- Translating English sentences into ASL sentences
- Dialogue

## **Week 5:**

- Vocab practice
- Days of the week
- Video practice dialogue - questions/requests/days of the week

## **Week 6:**

- Vocab practice
- Signing activities
- Glossing ASL

## **Week 7:**

- Vocab practice
- Routine signs – everyday, once a week, etc
- Calendar activities

## **Week 8:**

- The WH- Signs – who, what, when, where, why, which
- Responding to WH- Questions
- Dialogue practice – asking and responding

**Week 9:**

- Journal – Labels and their impact
- Video – WH- Questions

**Week 10:**

- Unit 3 review
- Unit 3 Test

# Unit 4: Family and Friends

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

## Standards

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### World Language Standards

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|                      |   |
|----------------------|---|
| 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

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## Transfer Goals

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## Concepts

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## Essential Questions

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- How does one describe their family/families?
- How does one demonstrate gender distinction in ASL?
- How does one discuss the importance of SHOULDER SHIFTING in ASL?
- How does one use the AGE SPOT appropriately?
- How does one make a visual list demonstrating listing and ordering using ASL?
- How does one identify the family and friendship patterns within the Deaf Community?

## Understandings

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Students will understand that...

- There are gender distinctions in ASL
- Contrastive structure is used to contrast, compare, or separate ideas and concepts
- There are appropriate ways to sign pronouns
- There is Deaf art

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Vocabulary focusing on the family, friend, and relationship signs
- Gender distinction in ASL
- Contrastiv Structure (using shoulder-shifting)
- Compound signs
- Listing and ordering technique
- Pronouns
- Describing qualities
- Deaf art

### **Skills**

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Students will be able to:

- Identify family members, friends and relationships.
- Ask about one's age using ASL
- Identify and use ASL pronouns appropriately.
- Identify and create sentences about Deaf Art.
- Create Dialogues using gender distinction in ASL.
- Create Dialogues using Family(size, members, and genders)

## **Assessment and Resources**

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## **School Formative Assessment Plan (Other Evidence)**

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

## **School Summative Assessment Pan**

---

- Alternative Assessments
- Benchmark Exam

## **Primary Resources**

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- Zinza, Jason E. MASTER ASL LEVEL 1
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- Other appropriate resources or activities at teacher's discretion

## **Supplementary Resources**

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- Quizlet
- Kahoot
- YouTube

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- **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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- 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**

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### **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**

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### **Week 1:**

- Unit 4 vocabulary list
- What is your family like
- Dialogue
- ASL Gloss

### **Week 2:**

- Vocab practice - Family Signs
- Gender distinction in ASL
- Dialogue – Family information is exchanged
- Contrastive Structure
- Compound Signs

### **Week 3:**

- Vocab practice
- Signing age and age related signs
- Listing and ordering techniques
- Deaf Art and the arts - project (art class)

#### **Week 4:**

- Vocab practice
- Life events
- Friends and relationships
- Dialogue
- Gloss

#### **Week 5:**

- Vocab practice
- Conjugating verbs - singular and plural
- Narrative Project

#### **Week 6:**

- Vocab practice
- Fix my mistakes
- Pronouns and numbers
- Dialogue and gloss

#### **Week 7:**

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

#### **Week 8:**

- Vocab practice
- Narrative DVD
- Dialogue 3 partners (relationships)

#### **Week 9:**

- Vocab practice
- Narrative - Friends
- ASL Gloss of Narrative
- Video – Narrative

#### **Week 10:**

- Shoulder Shifting - opposites exercise

- Unit 4 review
- Unit 4 Test
- Prepare for final exam
- Final exam