

ASL 1 Marking Period 1

Content Area: **World Language**
Course(s): **American Sign Language I**
Time Period: **Marking Period 1**
Length: **9-10 weeks**
Status: **Published**

Course Pacing Guide

| Unit | MP/Trimester | Weeks |
|---------------------------------|--------------|-------|
| Fingerspelling | 1 | 1 |
| Numbers 0-100 | 1 | 1 |
| Getting To Know You | 1 | 2-3 |
| Exchanging Personal Information | 1 | 2 |
| Introductions | 1 | 1 |
| Describing People and Things | 1 | 1-2 |

Unit Overview

In this unit, students will:

- learn the alphabet
- fingerspell names and words fluently
- introduce themselves
- introduce a friend
- greet people
- say good-bye to people
- express themselves politely
- count to 100
- ask and tell age
- ask and tell the time
- identify and describe people and things
- tell where someone is from
- expressively sign and receptively understand colors
- talk about Deaf individuals in the United States
- begin basic ASL structure

- talk about likes and dislikes related to the school environment
- talk about what they and their friends do after school
- compare school and after-school activities in Deaf culture

Enduring Understandings

Successful communication is knowing how, when and why to convey a message to different audiences.

Language learning involves acquiring strategies to fill communication gaps.

The content of the world language classroom encompasses the entire learning experience.

Learning a different language/culture leads to greater understanding of one's own and other languages/cultures.

Learning a different language/culture leads to a greater understand of why people think and act in different ways.

Language reflects and is influenced by the culture in which it is found.

Cultural perspectives are gained by using the language through experience with its products and practices.

Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.

Essential Questions

Why learn another language?

What are my expectations about learning another language?

What is ASL?

What do we know about Deaf/deaf individuals and Deaf culture?

Where is sign language used?

What everyday words/expressions do we need to know in order to communicate with others?

What words/phrases do we use in order to initiate a conversation with someone we are meeting for the first time?

How are the letters in ASL produced?

How do we describe/talk about others?

How do we count/state the cost of objects?

How do we express likes and dislikes about the school environment?

How do we describe various typical school activities?

How do we communicate about school-related situations?

How do we state time and identify specific times of the day?

How do we state age?

New Jersey Student Learning Standards (No CCS)

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|---------------|---------------------|
| WL.7.1.IM.A | Interpretive Mode |
| WL.7.1.IM.A.C | Cultural |
| WL.7.1.IM.A.L | Linguistic |
| WL.7.1.IM.B | Interpersonal Mode |
| WL.7.1.IM.B.C | Cultural |
| WL.7.1.IM.B.L | Linguistic |
| WL.7.1.IM.C | Presentational Mode |
| WL.7.1.IM.C.C | Cultural |
| WL.7.1.IM.C.L | Linguistic |

Amistad Integration

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|-----------------|----------------------------------------------------------------------------------------------------------|
| LA.RI.11-12.10b | By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above. |
| SEL.PK-12.1.2 | Recognize the impact of one's feelings and thoughts on one's own behavior |

Holocaust/Genocide Education

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|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SOC.6.1.12 | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| SOC.6.1.12.D.11 | History, Culture, and Perspectives |

Interdisciplinary Connections

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|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| PFL.9.1.12.A.8 | Analyze different forms of currency and how currency is used to exchange goods and services. |
| VPA.1.1.12.D.CS1 | Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory. |
| VPA.1.3.12.B.1 | Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |

Technology Standards

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|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |

21st Century Themes/Careers

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|----------------|--------------------------------------------------------------------------------------------------------------------------------------|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| HPE.2.2.8.A.2 | Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. |

Financial Literacy Integration

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|----------------|----------------------------------------------------------------------------------------------|
| PFL.9.1.12.A.8 | Analyze different forms of currency and how currency is used to exchange goods and services. |
|----------------|----------------------------------------------------------------------------------------------|

| | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PFL.9.1.12.A.9 | Analyze how personal and cultural values impact spending and other financial decisions. |
| PFL.9.1.12.A.12 | Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients. |
| PFL.9.1.12.E.1 | Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations. |

Instructional Strategies & Learning Activities

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

- **Interpersonal:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures: Interact with cultural competence and understanding

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of

language through comparisons of the languages studied and their own.

- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Differentiated Instruction

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice (FlipGrid)
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- Canvas expressive video recorded by students. Send a short comment to the student afterward for feedback.
- Exit tickets at the end of class: a small, written student assessment or question on the topic eg. a short self-assessment checklist.
- Digital exit tickets (Canvas, Google Forms)
- Using exit tickets, collect student responses and create an activity modeling good responses, followed by responses that need some correction — mostly for common errors.
- Students write quizzes for the teacher to take at the end of class.
- Speed-dating activities and assesses students while they communicate interpersonally.
- Take incorrect examples from students' recent quizzes and discuss and edit them as a class. When doing so, try telling students how many are wrong, but not which are wrong.
- Circle the room during any activity and listen for common mistakes.

Summative Assessment

- Interpersonal, oral, interaction and personal reflection of learning.
- Integrated performance assessments
- Signed presentations and interviews
- Comprehensive reading or listening/viewing assignments
- Projects and portfolios
- Unit, semester or final exams
- Comprehensive written or speaking/signing assignments

Benchmark Assessments

- Comprehensive expressive or receptive assignments.
- After the initial assessment is given, break down the data in a variety of ways.
- Evaluate whole group data.
- Interpretive expressive task
- Interpretive receptive task
- Interpersonal expressive task
- Interpersonal receptive task
- Presentational expressive task
- Presentational receptive task

Alternate Assessments

- Performance Based Tasks: The learner draws on personal experiences in order to perform a task in the target language.
- Integrative Tasks: The learner uses more than one skill at a time to perform a specific task.
- Interactive Tasks: Communication with other students or the teacher
- 1:1 Interviews
- Role Playing
- Integrated Performance Assessments in the Interpretive, Interpersonal and Presentational modes
- Students interpret authentic signed material
- Students use new material in a variety of real life tasks
- Students summarize what they learned by integrating new material with previous knowledge

Resources & Technology

- Pinterest
- YouTube
- Google
- ACTFL
- FLENJ
- Facebook
- Instagram
- Twitter

BOE Approved Texts

- Signing Naturally Level 1
- Master ASL Level 1

Closure

- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sign their summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Signed Instructions
- Frequent Breaks
- E-Dictionaries

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.

- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Show a model of the end product of directions.
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills

- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking