

ASL 1 Marking Period 4

Content Area: **World Language**
Course(s): **American Sign Language I**
Time Period: **Marking Period 4**
Length: **7-8 weeks**
Status: **Published**

Course Pacing Guide

| | Unit | MP/Trimester | Weeks |
|--------------|------|--------------|-------|
| Storytelling | | 4 | 3-4 |
| Vacations | | 4 | 3-4 |

Unit Overview

In this unit, students will:

- talk about packing for a trip and getting to the airport
- tell what they do at the airport
- talk about being on an airplane
- discuss air travel and challenges faced by Deaf individuals
- talk about buying clothes
- talk about buying food
- compare shopping in the US and other countries for Deaf individuals
- use more numbers
- talk about children's stories
- discuss the 5 parameters of a sign related to children's stories
- discuss non-manual marker importance in stories
- discuss intonation for hearing people versus non-manual markers in sign language

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 languages classroom encompasses the entire learning experience.
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and 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 and 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

How do you travel?

What is the importance of air travel?

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 buying food and/or clothing?

How do we describe clothing?

How do we state prices, packaging and quality of food items?

How do we describe our seasonal vacations?

How do we express opinions about clothing, food, and winter/summer activities?

How do we communicate in various situations that arise when shopping or traveling?

How does one travel by plane?

How do we communicate about shopping?

New Jersey Student Learning Standards (No CCS)

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| WL.7.1.IL.A.1 | Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes |
| WL.7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions |
| WL.7.1.IL.A.5 | Demonstrate comprehension of conversations and written information on a variety of topics. |
| WL.7.1.IL.A.7 | Infer the meaning of a few unfamiliar words in some new contexts. |

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| WL.7.1.IL.A.C.2 | The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) |
| WL.7.1.IL.A.C.6 | The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) |
| WL.7.1.IL.A.C.7 | Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) |
| WL.7.1.IL.A.C.9 | Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) |
| WL.7.1.IL.A.L.1 | The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to: |
| WL.7.1.IL.A.L.1.a | Identify the main idea and some supporting details when reading. |
| WL.7.1.IL.A.L.1.b | Understand the gist and some supporting details of conversations dealing with everyday life. |
| WL.7.1.IL.A.L.1.c | Infer the meaning of some unfamiliar words when used in familiar contexts. |
| WL.7.1.IL.B.1 | Use digital tools to participate in short conversations and to exchange information related to targeted themes. |
| WL.7.1.IL.B.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas. |
| WL.7.1.IL.B.L.1 | The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to: |
| WL.7.1.IL.B.L.1.a | Ask and answer questions related to everyday life. |
| WL.7.1.IL.B.L.1.b | Handle simple transactions related to everyday life: |
| WL.7.1.IL.B.L.1.b.1 | Initiate, maintain, and end a conversation. |
| WL.7.1.IL.B.L.1.b.2 | Ask for and give permission. |
| WL.7.1.IL.B.L.1.b.3 | Express needs. |
| WL.7.1.IL.B.L.1.b.4 | Give reasons. |
| WL.7.1.IL.B.L.1.b.5 | Request, suggest, and make arrangements. |
| WL.7.1.IL.B.L.1.b.6 | Extend, accept, and decline an invitation. |
| WL.7.1.IL.B.L.1.b.7 | Express an opinion and preference. |
| WL.7.1.IL.C.L.1 | The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to: |
| WL.7.1.IL.C.L.1.a | Handle simple transactions related to everyday life |
| WL.7.1.IL.C.L.1.a.1 | Express needs. |
| WL.7.1.IL.C.L.1.a.2 | Give reasons. |
| WL.7.1.IL.C.L.1.a.3 | Express an opinion and preference. |
| WL.7.1.IL.C.L.1.a.4 | Request and suggest |

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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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| LA.RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| PFL.9.1.12.A.8 | Analyze different forms of currency and how currency is used to exchange goods and services. |
| VPA.1.2.12 | All students will understand the role, development, and influence of the arts throughout history and across cultures. |
| VPA.1.4.12.B.CS1 | Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art. |
| 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.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures. |

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.CS1 | Understand and use technology systems. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |

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| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures. |
| TECH.8.1.12.D.CS3 | Exhibit leadership for digital citizenship. |
| TECH.8.2.12.B.CS1 | The cultural, social, economic and political effects of technology. |

21st Century Themes/Careers

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| 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.9 | Analyze how personal and cultural values impact spending and other financial decisions. |
| PFL.9.1.12.F.5 | Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. |

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
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Flipped Classroom
- Assessment Design & Backwards Planning
- Student Interest

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
- Oral 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
- Essay Writing
- Narrations
- Oral Interviews
- Role Playing
- Integrated Performance Assessments in the Interpretive, Interpersonal and Presentational modes
- Students interpret authentic print or non-print 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 Verbal Instructions
- Frequent Breaks

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.
- 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.
- Allow the student to complete an independent project as an alternative test.
- Grade spelling separately from content.
- 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.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- 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
- 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
- Chart progress

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